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ABSTRACT

The seventh report required by the Maryland Educational Accountability Act contains information about goals for Maryland public education and progress toward those goals. The first section explains accountability, the Maryland Accountability Act, and limitations of current instruments for measuring learning progress. The central purpose of the report is to present Maryland Accountability assessment information. The reading comprehension, language, and mathematics skills covered by the Iowa Tests of Basic Skills were assessed in the third, fifth and seventh grades. Maryland's 1979-80 third and fifth graders scored better than, or the same as, their 1970 national norm sample counterparts; the seventh graders' averages fell short of the seventh grade averages in the national norm sample. The average grade equivalent scores, by skill area, are shown for each school within each county. Tables display the countywide average grade equivalents for the tests, along with the average nonverbal ability scores, over the past six Maryland Accountability Program reporting years. The last section of the report contains a short summary of progress in special program areas in the state: Project Basic, and mandate for special education program monitoring and evaluation. (PN)

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March 1, 1982

To the Honorable Harry Hughes and Members of the General Assembly:

This is our seventh annual report on educational accountability submitted in compliance with the Annotated Code of the Laws of Maryland, §7-203.

We continue to be encouraged with the progress shown in the test results and the acceptance and use of information contained in these reports. We have attempted to reduce the volume of the reports by careful editing and elimination of marginally relevant material. We hope that action encourages broader readership and direct utilization.

Sincerely,

DAVID W. HORNBECK
State Superintendent of Schools

DWH:ls

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MSDE
January 1982

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CHAPTER 1 INTRODUCTION

This report is the principal instrument for the disclosure of information about goals in public education and progress towards those goals. It is directed to the Governor and the General Assembly, as required by the Maryland Educational Accountability Law. Chapter 1 explains the concept of educational accountability and provides background information about the Maryland Accountability Program.

1.1 The Definition of Accountability

Simply stated, educational accountability is an attempt to measure, disclose, interpret, and improve results achieved by public school educational programs. Its purposes are (1) to promote an understanding of the relationships among the quality of education, the characteristics of educational settings and programs, the processes of education, plus needed and available human and material resources; and (2) on the basis of this understanding, to make improvements in the educational system.

It is important at this point to recognize that education is a shared responsibility. Parents and members of the various communities in the state, including public officials, have an enormous opportunity to influence the work of the schools. Social processes, including learning, cannot be conducted by the schools without active support from parents and the community. Accordingly, the responsibility to be accountable extends beyond the classroom to the whole school, the school system, the state education agency, the state government, and the larger community.

1.2 The Maryland Educational Accountability Act

During the 1972 session of the Maryland General Assembly, Article 77, Section 28a, the Annotated Code of Maryland Supplement was passed. The law has come to be commonly called the "Maryland Educational Accountability Act." In 1978, however, with the restructuring of the Annotated Code of the Laws of Maryland, this law became known as §7-203, Education Accountability Program (see Appendix A).

The overall purpose of the law is to provide for the establishment of a program of statewide educational accountability. This program should assure that educational programs lead to the attainment of established educational objectives, provide information for an analysis of the differential effectiveness of instructional programs, and provide information for accurate analysis of the costs of instructional programs.

The Maryland Educational Accountability Law imposes several requirements for statewide accountability. These include (1) the establishment of goals and objectives in, but not limited to, reading, writing, and mathematics at all levels--state, school system, and individual school; (2) a school-by-school survey of the current status of student achievement in relation to established objectives, and the development of programs by each school for meeting its own needs; and (3) the establishment of evaluation procedures for determining the effectiveness of these programs. Regular re-evaluation of programs, goals, and objectives is, likewise, a stipulation of the law.

The Maryland Educational Accountability Law also requires that a yearly report be submitted by the State Superintendent of Schools to the Governor and the General Assembly, beginning in January 1975. This report must include, but is not necessarily

limited to, the progress made by the Maryland State Department of Education (MSDE), by local school systems, and by individual schools toward the achievement of their respective goals and objectives. The report also should include recommendations for legislation deemed necessary to improve the quality of education in Maryland.

1.3 The Maryland Accountability Program

Four major components of the Maryland Accountability Program (MAP) were established following these directives: (1) goals and objectives setting; (2) assessment; (3) process evaluation; and (4) program cost.

Staff responsibility for the administration of the accountability program is delegated by the State Superintendent of Schools to the Assistant State Superintendent, Division of Instruction. Accountability staff members in the Division of Instruction oversee MAP's operation at the state, system, and school levels, and coordinate developmental activities.

1.4 A Word of Caution

In 1973 the State Board of Education adopted a plan that called for the development and dissemination of statewide goals in reading, writing, and mathematics (see Appendix B). In subsequent phases, each of the 24 school systems was required to establish local goals and objectives in conformity with those established at the state level.

The relationship between educational goals and objectives established in Maryland and the assessment of current

status is, however, by no means ideal. Only the reading, writing, and mathematics skills covered by the Iowa Tests of Basic Skills have been assessed and reported in this document for purposes of accountability. Statewide assessment has not be undertaken in other areas of the cognitive domain, such as social studies, science, and the arts. No information has been collected statewide on student attitudes, interests, and values--the so-called affective domain; nor is information available regarding the psychomotor domain of learning.

These three domains of learning--cognitive, affective, and psychomotor--are presented pictorially in Figure 1. The shaded area highlights an estimate of the limited sector of cognitive skills that is measured in Maryland's present accountability effort.

1.5 Instruments Used To Measure Academic Ability and Achievement

Reading, language arts, and mathematics were assessed by the nationally published norm-referenced test (Iowa Tests of Basic Skills, Form 5) in the third, fifth, and seventh grades. (See Appendix C for a detailed discussion of the norm-referenced assessment measure used.) In addition, functional reading skills have been assessed in the seventh and ninth grades by a criterion-referenced test (Maryland Functional Reading Test) developed at the state level.[1] The Maryland Functional Reading Test, Form A is used at the seventh grade level as a diagnostic tool; Form B of the test is used at the ninth grade level as a diagnostic tool, as well as to determine student achievement of minimum competency.

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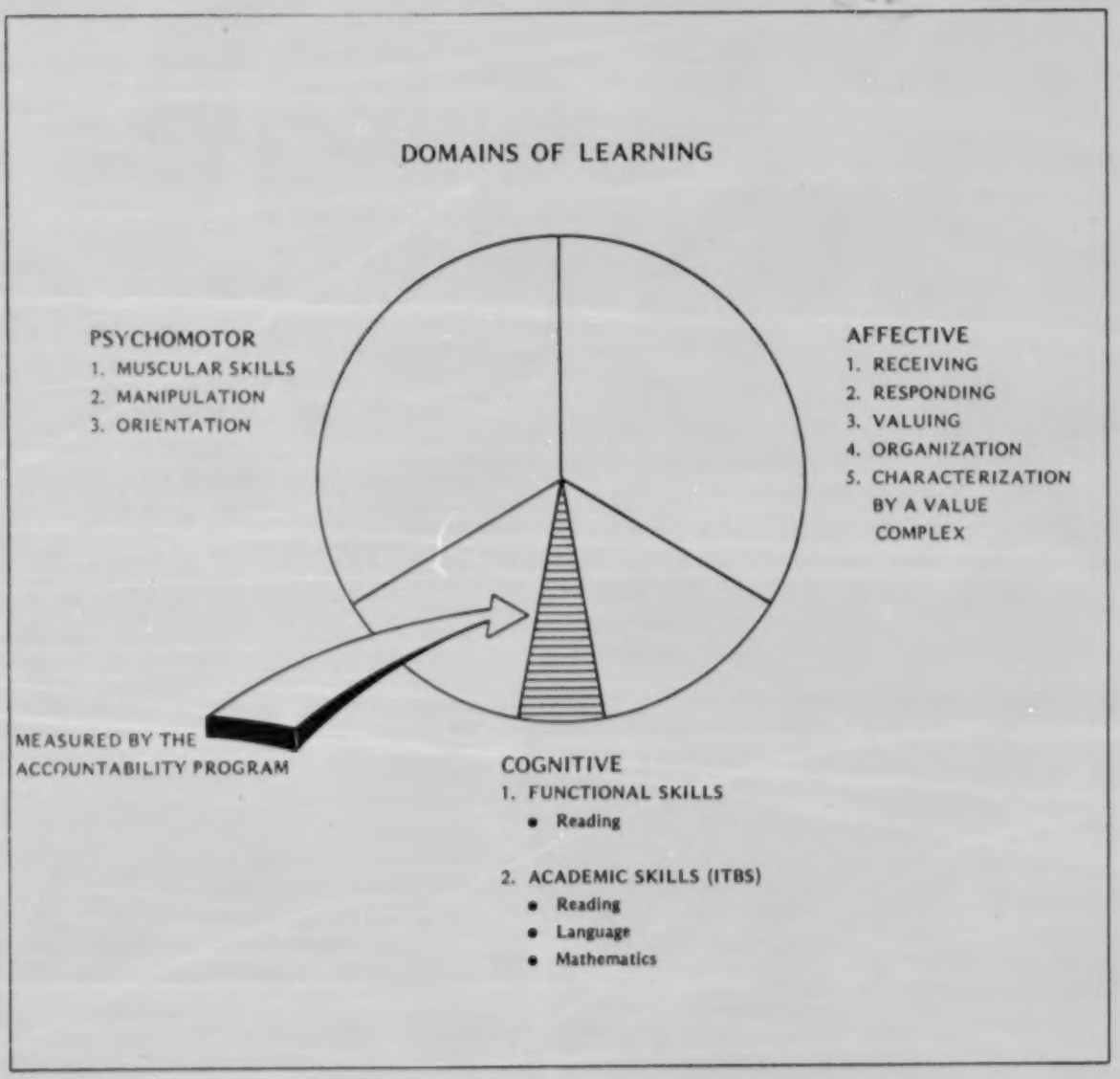
[1] Results from this test are presented in a separate report and are not covered here.

FIGURE 1. PORTION OF FULL LEARNING EXPERIENCE MEASURED BY THE MARYLAND ACCOUNTABILITY PROGRAM



Norm-referenced tests are designed to provide information about student performance in broad academic areas in relation to the performance of other students selected as representative of the nation as a whole. The subject-matter content of the tests is not precisely related to the instructional content presented in any particular school system or by any individual teacher. The tests are designed to describe performances of students in relation to the average score made by a national sample of their peers.

This report is concerned primarily with the academic performance of Maryland's elementary and junior high school students. However, as a gauge of Maryland high school seniors' academic standing in relation to a national sample of high school seniors, Scholastic Aptitude Test (SAT) scores for both groups are presented in Appendix D.

CHAPTER 2 THE ACCOUNTABILITY ASSESSMENT INFORMATION

Introduction

In the spring of 1980, third graders, fifth graders, and seventh graders took subtests of the Iowa Tests of Basic Skills. Approximately 56,000 students in each of these grades participated. Along with a number of additional statistics, school, local education agency,[1] and state average grade equivalent (G.E.) scores are presented in the tables of this chapter of the Maryland Accountability Program Report. G.E. scores are presented for subtests in three important skill areas -- reading comprehension, language, and mathematics.

Two levels of data for each school system are presented in the report. First, a comparison with the results of previous years' G.E. scores is shown for the LEA as a whole in Table 1; second, 1979-80 achievement averages for each participating school in the system are presented in Table 2. (State-level G.E. scores for the seven accountability years are shown on page 12.)

Facts and Figures About Effort

During the 1979-80 school year, public education was the primary activity of nearly 1,000,000 persons in the State of Maryland. This figure included the 777,725 pupils enrolled in our primary and secondary schools, together with their more than 47,000 teachers and administrators. This means that in a state

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[1] LEA refers to a county or city school system.

with 4,000,000 people, one of every four persons was directly involved in the educational process, not counting the parents, who obviously are concerned with their children's education and can hardly be considered noninvolved.

Community, school, and financial characteristics together form an overall impression of this seventh accountability year's effort. It is both interesting and instructive to look at these figures in relation to analogous figures for the previous accountability years (see Table 2-1). As this table indicates, a number of interesting trends may be identified:

1. Teacher and administrator salaries have increased.
2. Teacher and administrator qualifications have steadily improved in terms of experience and professional education.
3. The pupil-staff ratio has seen a consistent decline toward an optimally effective ratio.
4. The percent of daily attendance from 1974-75 through 1979-80 has remained essentially stable.

How does Maryland compare to other states in the union? Each year, the National Center for Education Statistics (NCES) in the Department of Education publishes its Digest of Education Statistics. According to the 1979 edition of this publication, Maryland compares favorably with the other states in the following educational and financial areas:

1. The median number of school years completed by Maryland persons 25 years or older is exactly that of the United States as a whole: 12.1 years (Census data, 1970).

TABLE 2-1. STATE LEVEL -- COMPARISON OF EDUCATION CHARACTERISTICS, BY SCHOOL YEAR

School year	Total enrollment (number)	Average daily attendance (percent)	Average pupils per staff member (number)
1973-74	911,097	92.3	19.6
1974-75	894,314	92.0	18.8
1975-76	880,900	92.2	18.4
1976-77	860,779	92.7	17.9
1977-78	836,807	93.4	17.6
1978-79	809,933	93.2	17.2
1979-80	777,725	93.3	17.4

School year	Average salary (dollars)		Average years of experience		Staff with master's degree or above (percent)
	Teachers	Administrators	Teachers	Administrators	
1973-74	$11,164	$19,097	9.7	20.1	24.5
1974-75	$12,352	$20,837	9.9	20.2	26.6
1975-76	$13,363	$22,171	10.2	20.3	28.8
1976-77	$14,203	$23,640	10.6	20.3	31.5
1977-78	$15,228	$25,029	10.6	20.4	35.1
1978-79	$16,209	$26,255	10.9	20.3	36.5
1979-80	$17,685	$28,693	NA*	NA	41.7

*NA = Data not available.

2. However, the percent of persons in Maryland extending their education beyond college is the second highest in the nation (6.6 percent), after the District of Columbia (9.7 percent) (1970 Census data).

3. Illiteracy in Maryland (0.9 percent) is well below that of the U.S. (1.2 percent), according to the Bureau of the Census, Statistical Abstract of the United States, 1975.

4. Measured in percent of per capita income (5.7 percent), Maryland spends slightly more than the U.S. (5.5 percent) on the education of its youth (Survey of Current Business, 1978).

5. The average daily attendance in Maryland, as a percent of the average daily enrollment (93.3 percent), is slightly above that of the U.S. (93.0 percent), while Maryland's average length of term in school days (180) is longer than that for the country as a whole (178-9), according to the 1979 Digest of Education Statistics.

6. The average annual salary of Maryland's instructional staff ($16,391) compares favorably with that of the U.S. ($14,658), according to the 1979 Digest of Education Statistics.

In general, Maryland's schools and educational finance, in comparison with the U.S. as a whole, give no cause for alarm or discouragement. On the contrary, in most of these areas Maryland takes a strong and healthy position among its sister states.

2.1 STATE LEVEL -- ACCOUNTABILITY ASSESSMENT INFORMATION

MARYLAND

State Level Test Results

Table 1 shows, by grade level, the state average grade equivalent (G.E.) scores on selected subtests of the Iowa Tests of Basic Skills. These average grade equivalent scores were computed from student data.

Test score data obviously differ from the data on educational characteristics presented in Table 2-1. The expenditures of resources shown in this table constitute measures of input to education, while test scores constitute one measure of outcome. These two types of data must be interpreted differently.

TABLE 1. STATE LEVEL -- COMPARISON OF YEAR I (1973-74), YEAR II (1974-75), YEAR III (1975-76), YEAR IV (1976-77), YEAR V (1977-78), YEAR VI (1978-79), AND YEAR VII (1979-80) DATA IN AVERAGE GRADE EQUIVALENT (G.E.) SCORES

Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	3.6	3.9	3.6
	1974-75	3.6	4.0	3.6
	1975-76	3.7	4.1	3.7
	1976-77	3.8	4.3	3.8
	1977-78	3.9	NR*	NR
	1978-79	3.9	NR	NR
	1979-80	3.9	NR	NR
5	1973-74	5.3	5.5	5.5
	1974-75	5.3	5.5	5.5
	1975-76	5.3	5.6	5.6
	1976-77	5.4	5.8	5.6
	1977-78	5.5	5.9	5.7
	1978-79	5.5	5.9	5.7
	1979-80	5.6	6.1	5.8
7	1973-74	6.9	7.1	7.2
	1974-75	6.9	7.0	7.1
	1975-76	6.9	7.0	7.2
	1976-77	6.9	7.1	7.1
	1977-78	7.0	7.2	7.2
	1978-79	6.9	7.2	7.2
	1979-80	7.0	7.4	7.4

*NR = These scores are not reported for the school year because of changes in reporting requirements.

Interpretation of test scores is facilitated if they are thought of as descriptive of the "average" Maryland student, although such a person does not exist in reality. These data are subject to error in interpretation or varying points of view on what the students should have learned. Yet the larger question remains: Are the observed average grade equivalents good, bad, or indifferent?

An obvious approach to finding the answer to this question is a comparison of Maryland scores with the "National Norms." Such a comparison is not as simple as was apparently supposed by a reporter who inquired, "Why is Maryland below the National Norm?" Many people understand the term "National Norm" to be a scoring level which would be "normal" or "expected" for an average student at a particular grade level. But no such meaning is implied in the official use of this term by those who established the norms, nor by those who make professional reference to them.

These are the facts of the matter: Between October 12 and November 13, 1970, the publishers of the Iowa Tests of Basic Skills administered their test battery to a large sample of students from all over the United States. This sample, referred to as the National Norm Sample, was selected in such a way as to represent a cross section of the elementary school children in the nation. The tests were scored and the results statistically treated so that a particular test score could be expressed as a grade equivalent. For example, the average grade equivalent obtained by third graders in the National Norm Sample was 3.7 on all subtests. Thus, when we notice that the average Maryland third grader scored 3.9 on the Reading Comprehension subtest, it is correct to say that the average Maryland third grader scored higher in Reading Comprehension than the average third grader in the 1970 sample. But it is an entirely different matter to say how this score compares to what would be "normal" or "expected" for a particular Maryland third grader.

At this point, several important factors begin to play a role. First, the kind of classroom experiences, curriculum exposure, learning activities, teacher emphasis on certain skills, and environmental expectations begin to differentiate between the "normality or expectancy" of the Maryland and National Norm Sample students; second, personal ability levels, home backgrounds, aptitudes, and interests set the two still further apart; and finally, there is the problem of national trends in test scores. It is well known that in the last decade the scores on standardized tests have dropped throughout the nation. Thus, comparing the 1979 Maryland Accountability Assessment results to 1970 National Norms is really a matter of comparing how our students performed on a particular test this year with a sample of students who took this test nine years ago.

We do not say that any such comparison of Maryland averages with the National Norms is meaningless. The above remarks are intended to caution against over-interpretation of the data, not to recommend throwing them away. In spite of the many enthusiastic suggestions from some quarters to do just that, there is much to be gained from a thoughtful inspection of the test results.

Most importantly, a consideration of the knowledge, understanding, and skills subsumed by the test items would hardly cause parents or teachers to be indifferent to whether or not their children had gained any proficiency in them. The old euphemism that we "don't want to teach to a test" is a poor excuse indeed for failing to provide the kind of education which will help our children acquire the basic skills essential to their social and intellectual development. When a particular set of tests samples these basic skills, as the Iowa Tests of Basic Skills certainly do, then teaching our children these skills is the issue, and "teaching to the test" becomes merely a

distracting platitude. The scores our children obtain on the tests can be very useful as indicators of how well we are succeeding. But they cannot be used to determine if a child is "normal," "meeting expectations," or even "up to par."

The way that an individual student scores on the ITBS can, when looked at in conjuntion with much additional information on that student, provide some diagnostic insight into his or her progress in school. At least the publishers of the ITBS claim that this is true, and many successful educators agree with them. However, any such diagnostic informational content is lost once we start aggregating large numbers of test scores and computing averages. Since the Maryland Accountability Report deals only with such averages, and those for very large numbers of students, it should be clearly understood that the data can function only as indicative of achievement levels, and not as diagnostic indicators of differential school effectiveness.

Taking into account all of these precautions against both stringent over-interpretation and unwarranted ignoring of the data, what does Table 1 tell us about the basic skills achievement of the "average" Maryland student for the 1979-80 school year and for all seven accountability assessment years? Below are some pertinent observations, by grade level, which constitute a partial answer to this question:

STATE LEVEL DATA, 1979-80

- The Maryland third grade average for the Reading Comprehension subtest (3.9) is well ahead of the National Norm of 3.7.
- The Maryland fifth grade averages fluctuate around the National Norm of 5.7 for all three tests: Reading Comprehension (5.6); Language Total (6.1); and Mathematics Total (5.8).

- The Maryland seventh grade averages are somewhat below the National Norm of 7.6: Reading Comprehension (7.0), and Language Total and Mathematics Total (both at 7.4).

In general terms, Maryland's 1979-80 third and fifth graders scored better or, in most cases right along with, their 1970 Norm Sample counterparts; the Maryland seventh graders' averages, however, fell short of the seventh grade averages in the Norm Sample.

TRENDS IN STATE LEVEL DATA

With seven years of test results displayed in Table 1, some questions on trends naturally arise. Many conservative, purist statisticians would prefer to be noncommittal on the grounds that the differences are too small over too few years to permit an identification of clear trends. However, if appropriate safeguards are taken against over-interpretation of the data, can anything be said about the trends in Maryland which makes common sense? The answer to this question is yes, for the following reasons:

- The third, fifth, and seventh grades show year-to-year improvement in most subtests currently required.
- For all three grades, a general upward trend in all subtests is observed.
- The third and fifth grade scores are solidly within the center of the National Norm Sample on most of the subtests reported, although the seventh grade scores are not.

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

ALLEGANY COUNTY

- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past seven Maryland Accountability Program reporting years.

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TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-74), YEAR II (1974-75), YEAR III (1975-76), YEAR IV (1976-77), YEAR V (1977-78), YEAR VI (1978-79), AND YEAR VII (1979-80) DATA IN AVERAGE GRADE EQUIVALENT (G.E.) SCORES

Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	4.0	4.5	3.9
	1974-75	3.9	4.5	3.8
	1975-76	4.0	4.6	4.0
	1976-77	4.1	4.7	3.9
	1977-78	4.2	NR*	NR
	1978-79	4.2	NR	NR
	1979-80	4.0	NR	NR
5	1973-74	5.6	5.8	5.8
	1974-75	5.6	5.9	5.8
	1975-76	5.6	6.1	5.9
	1976-77	5.6	6.1	5.8
	1977-78	5.6	6.1	5.7
	1978-79	5.7	6.1	5.7
	1979-80	5.8	6.2	5.8
7	1973-74	7.1	7.5	7.4
	1974-75	7.2	7.8	7.3
	1975-76	7.4	7.6	7.4
	1976-77	7.3	7.6	7.4
	1977-78	7.2	7.5	7.3
	1978-79	7.2	7.5	7.3
	1979-80	7.2	7.5	7.4

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ALLEGANY COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
BARTON ELEM	3	3.5		
	5	5.1	5.3	5.3
BEALL ELEM	3	3.7		
	5	5.6	5.9	5.7
BEALL JR SR	7	7.1	7.3	7.1
BEL AIR ELEM	3	4.2		
	5	6.5	6.6	6.3
BRADDOCK JR	7	7.5	7.8	7.6
BRUCE JR SR	7	7.4	7.6	7.9
CASH VALLEY ELEM	3	4.0		
	5	5.9	6.0	6.0
COLUMBIA STREET ELEM	3	3.8		
	5	5.2	5.2	5.1
CRESAPTOWN ELEM	3	4.3		
	5	6.0	6.5	6.0
EAST SIDE ELEM	3	4.1		
	5	5.4	5.6	5.4
ECKHART ELEM	3	3.5		
	5	6.0	6.6	5.6

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ALLEGANY COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
FLINTSTONE ELEM	3	3.9		
	5	5.8	5.7	5.7
FLINTSTONE JR SR	7	6.7	7.5	7.0
FROST ELEM	3	4.6		
	5	6.1	6.6	6.0
GEORGES CREEK ELEM	3	3.7		
	5	5.5	6.1	5.5
GEPHART ELEM	3	4.1		
	5	6.5	7.0	6.3
JOHN HUMBIRD ELEM	3	3.7		
	5	5.5	5.8	5.4
JOHNSON HEIGHTS ELEM	3	4.6		
	5	6.0	6.5	6.3
MCCOOLE ELEM	3	3.8		
	5	4.8	5.2	5.2
MOUNT SAVAGE ELEM	3	3.8		
	5	5.4	5.7	4.9
MOUNT SAVAGE JR SR	7	7.0	7.3	7.1
NORTHEAST ELEM	3	4.3		
	5	5.7	6.2	5.7

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ALLEGANY COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
OLDTOWN ELEM	3	3.8		
	5	5.5	5.6	5.4
OLDTOWN JR SR	7	6.7	6.3	6.7
PARKSIDE ELEM	3	4.6		
	5	6.1	6.6	6.2
SOUTH PENN ELEM	3	3.8		
	5	5.6	5.9	5.3
VALLEY JR SR	7	7.1	7.7	7.4
WASHINGTON JR	7	7.2	7.5	7.4
WESTERNPORT ELEM	3	4.2		
	5	5.7	6.5	5.8
WEST SIDE ELEM	3	4.4		
	5	6.2	6.8	6.4

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

ANNE ARUNDEL COUNTY

- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past seven Maryland Accountability Program reporting years.

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Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	3.6	4.0	3.6
	1974-75	3.7	3.9	3.6
	1975-76	3.8	4.2	3.8
	1976-77	4.0	4.4	3.8
	1977-78	4.1	NR*	NR
	1978-79	4.0	NR	NR
	1979-80	4.2	NR	NR
5	1973-74	5.4	5.4	5.5
	1974-75	5.3	5.5	5.5
	1975-76	5.5	5.7	5.6
	1976-77	5.6	6.0	5.7
	1977-78	5.6	6.0	5.7
	1978-79	5.7	6.2	5.8
	1979-80	5.9	6.3	5.9
7	1973-74	6.9	6.9	7.1
	1974-75	7.0	6.8	7.1
	1975-76	7.0	7.0	7.2
	1976-77	7.1	7.0	7.2
	1977-78	7.1	7.0	7.2
	1978-79	7.2	7.2	7.3
	1979-80	7.3	7.4	7.5

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ANNE ARUNDEL COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
ANNAPOLIS ELEM	3	4.4		
	5	6.2	6.6	5.7
ANNAPOLIS JR	7	6.6	6.8	6.8
ARNOLD ELEM	3	4.5		
	5	6.2	6.7	6.3
ARUNDEL MID JR	7	7.5	7.6	7.7
BATES JR	7	7.2	7.1	7.1
BAYVIEW MID	7	7.1	7.5	7.5
BELLE GROVE ELEM	3	4.1		
	5	5.7	6.3	5.9
BELVEDERE ELEM	3	4.2		
	5	6.0	6.3	6.0
BENFIELD ELEM	3	5.1		
	5	6.9	7.1	6.7
BODKIN ELEM	3	4.5		
	5	5.9	6.6	5.9
BROADNECK ELEM	3	4.4		
	5	6.5	7.0	6.2
BROCK BRIDGE ELEM	3	4.2		
	5	5.7	5.8	5.4

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ANNE ARUNDEL COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
BROOKLYN PARK ELEM	3	3.4		
	5	5.5	5.9	5.6
BROOKLYN PARK JR SR	7	7.2	7.5	7.3
CAPE ST. CLAIRE ELEM	3	4.2		
	5	6.2	6.7	6.8
CARRIE WEEDON ELEM	3	4.0		
	5	5.7	6.1	5.3
CENTRAL ELEM	3	4.5		
	5	6.0	6.3	5.8
CENTRAL MID	7	7.2	7.4	7.6
CORKRAN JR	7	7.1	7.2	7.2
CROFTON ELEM	3	4.1		
	5	6.0	6.4	6.1
CROFTON WOODS ELEM	3	4.7		
	5	6.2	6.6	6.1
DAVIDSONVILLE ELEM	3	4.6		
	5	6.2	6.9	6.3
DEALE ELEM	3	4.7		
	5	6.1	6.5	5.8
EASTPORT ELEM	3	4.1		
	5	5.2	6.1	5.0

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ANNE ARUNDEL COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
EDGEWATER ELEM	3	4.1		
	5	5.5	6.0	5.5
FERNDALE ELEM	3	3.8		
	5	5.4	5.5	5.4
FOLGER MCKINSEY	3	4.9		
	5	6.6	7.3	6.9
FORT SMALLWOOD ELEM	3	4.2		
	5	6.1	6.6	6.4
FOUR SEASONS ELEM	3	4.4		
	5	6.2	6.8	6.2
FREETOWN ELEM	3	4.1		
	5	5.6	6.0	5.6
GEORGE CROMWELL	3	3.8		
	5	6.0	6.7	6.3
GEORGE FOX MID	7	6.9	6.9	7.0
GEORGETOWN EAST	3	3.8		
	5	5.7	6.2	5.7
GERMANTOWN ELEM	3	3.7		
	5	5.5	6.3	5.8
GLEN BURNIE PARK	3	4.1		
	5	5.8	6.3	5.5

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ANNE ARUNDEL COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
GLENDALE ELEM	3	3.9		
	5	5.6	5.8	5.8
HARMAN ELEM	3	3.9		
	5	5.9	6.2	5.5
HIGH POINT ELEM	3	4.3		
	5	5.8	6.5	6.2
HILLSMERE ELEM	3	4.0		
	5	5.5	5.9	5.3
HILLTOP ELEM	3	5.8		
	5	6.1	7.3	6.5
JACOBSVILLE ELEM	3	3.9		
	5	5.7	6.4	5.7
JESSUP ELEM	3	3.9		
	5	5.6	6.0	5.6
JONES ELEM	3	4.4		
	5	6.4	6.9	6.5
LAKE SHORE ELEM	3	4.1		
	5	5.9	6.2	5.7
LINDALE JR	7	7.3	7.5	7.5
LINTHICUM ELEM	3	4.4		
	5	6.1	6.7	5.9
LOTHIAN ELEM	3	4.0		
	5	5.1	5.4	4.9

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ANNE ARUNDEL COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
MACARTHUR MID	7	7.0	7.1	7.2
MAGOTHY RIVER ELEM	7	7.9	7.8	8.1
MANOR VIEW ELEM	3	4.0		
	5	5.9	6.1	5.8
MARLEY ELEM	3	3.8		
	5	5.5	5.9	5.6
MARLEY JR	7	7.1	7.3	7.3
MARYLAND CITY ELEM	3	4.2		
	5	5.8	6.2	5.9
MAYO ELEM	3	4.5		
	5	5.8	6.2	6.1
MEADE HEIGHTS ELEM	3	3.8		
	5	6.2	6.7	6.6
MILLERSVILLE ELEM	3	4.6		
	5	6.0	6.3	5.8
NORTH GLEN ELEM	3	4.4		
	5	5.3	5.7	5.6
OAK HILL ELEM	3	4.3		
	5	6.0	6.7	6.1
OAKWOOD ELEM	3	4.5		
	5	6.4	6.8	6.3

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ANNE ARUNDEL COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
ODENTON ELEM	3	3.8		
	5	5.8	6.7	6.1
OLD MILL MID NORTH	7	7.5	7.3	7.5
OLD MILL MID SOUTH	7	7.3	7.6	7.4
OVERLOOK ELEM	3	3.9		
	5	5.5	6.0	5.6
PARK ELEM	3	4.1		
	5	5.5	5.8	5.5
PAROLE ELEM	3	3.6		
	5	5.3	5.9	5.4
PASADENA ELEM	3	4.3		
	5	6.0	6.5	6.2
PERSHING HILL ELEM	3	4.3		
	5	6.0	6.2	5.6
POINT PLEASANT ELEM	3	4.1		
	5	5.5	6.3	5.6
QUARTERFIELD ELEM	3	4.2		
	5	5.4	5.8	5.4
RICHARD HENRY LEE	3	3.7		
	5	5.5	6.2	5.7
RIDGEWAY ELEM	3	3.8		
	5	5.5	5.9	5.4

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ANNE ARUNDEL COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
RIPPLING WOODS ELEM	3	4.6		
	5	6.4	6.9	6.1
RIVIERA BEACH ELEM	3	4.6		
	5	5.5	6.2	5.9
ROLLING KNOLLS ELEM	3	4.3		
	5	6.2	6.2	6.1
SEVERN ELEM	3	3.6		
	5	5.5	6.3	5.5
SEVERNA PARK ELEM	3	4.7		
	5	6.7	7.2	6.7
SEVERNA PARK JR	7	8.2	8.3	8.6
SEVERN RIVER JR	7	7.9	8.2	8.3
SHADY SIDE ELEM	3	4.1		
	5	5.8	6.1	5.8
SOLLEY ELEM	3	4.0		
	5	5.4	6.1	5.6
SOUTHGATE ELEM	3	4.0		
	5	6.1	7.0	6.7
SOUTHERN MID	7	7.1	7.0	7.2
SOUTH SHORE ELEM	3	4.5		
	5	5.9	6.5	6.2

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ANNE ARUNDEL COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
SUNSET ELEM	3	3.6		
	5	5.1	5.7	5.4
TRACEYS ELEM	3	4.1		
	5	5.8	6.3	6.1
TYLER HEIGHTS ELEM	3	3.8		
	5	5.1	5.6	5.3
VAN BOKKELEN ELEM	3	3.4		
	5	4.9	5.1	5.0
WAUGH CHAPEL ELEM	3	3.8		
	5	5.9	6.6	6.2
WEST ANNAPOLIS ELEM	3	4.0		
	5	6.0	6.2	5.9
WEST MEADE ELEM	3	4.3		
	5	5.8	6.0	5.5
WINDMILL POINT MID	7	7.6	7.5	8.1
WOODSIDE ELEM	3	4.0		
	5	5.9	6.5	6.0

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

BALTIMORE CITY

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Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	2.9	3.4	3.1
	1974-75	2.8	3.3	3.0
	1975-76	2.9	3.4	3.0
	1976-77	3.1	3.5	3.1
	1977-78	3.1	NR*	NR
	1978-79	3.1	NR	NR
	1979-80	3.2	NR	NR
5	1973-74	4.4	4.9	4.8
	1974-75	4.3	4.7	4.7
	1975-76	4.3	4.7	4.6
	1976-77	4.4	4.8	4.7
	1977-78	4.5	5.0	4.8
	1978-79	4.5	5.0	4.9
	1979-80	4.6	5.3	5.1
7	1973-74	5.7	6.2	6.2
	1974-75	5.6	6.0	6.0
	1975-76	5.5	5.9	5.9
	1976-77	5.5	5.9	5.9
	1977-78	5.7	5.9	6.1
	1978-79	5.6	6.0	6.0
	1979-80	5.7	6.1	6.3

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
ABBOTTSTON ELEM	3	2.8		
	5	4.3	5.2	4.9
ALEXANDER HAMILTON	3	3.0		
	5	5.4	5.5	5.1
ARLINGTON ELEM	3	3.2		
	5	5.4	6.1	5.4
ARMISTEAD GARDENS	3	3.3		
	5	4.9		4.9
ARUNDEL ELEM	3	2.9		
	5	4.4	5.1	4.9
ASHBURTON ELEM	3	3.3		
	5	4.5	5.1	4.9
BARCLAY ELEM	3	3.6		
	5	4.6	5.2	4.9
BARRISTER CHARLES	3	3.2		
	5	4.6	5.0	5.4
BAY BROOK ELEM	3	3.3		
	5	5.0	5.7	5.3
BEECHFIELD ELEM	3	3.7		
	5	5.1	5.8	5.5
BELMONT ELEM	3	3.2		
	5	4.4	5.2	5.1
BENTALOU ELEM	3	3.4		
BETSY ROSS ELEM	3	3.1		
BOOKER T. WASHINGTON	7	5.0	5.7	5.8

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
BREHMS LANE ELEM	3	3.8		
	5	5.3	5.8	5.8
CALLAWAY ELEM	3	3.6		
	5	4.6	5.3	5.0
CALVERTON JR	7	5.5	6.1	6.1
CANTON ELEM	3	3.4		
	5	4.7	5.1	5.2
CARTER G WOODSON	3	3.4		
	5	4.2	4.6	4.5
CECIL ELEM	3	2.9		
	5	4.6	5.5	5.4
CHARLES CARROLL	3	3.1		
	5	4.3	4.8	5.1
CHERRY HILL ELEM	3	2.8		
	5	4.2	5.1	5.1
CHERRY HILL JR	7	5.0	6.1	5.9
CHINQUAPIN MID	7	6.2	6.6	6.7
CLIFTON PARK JR	7	5.0	5.7	5.9
COLDSTREAM PARK	3	3.1		
	5	4.3	5.2	5.0
COLLINGTON SQUARE	3	2.7		
	5	4.2	4.9	4.5
COMMODORE JOHN R.	3	2.7		
	5	4.2	4.6	4.4
CITY SPRINGS ELEM	3	2.7		
	5	4.1	4.8	4.2

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
CROSS COUNTRY ELEM	3	3.6		
	5	5.7	6.1	5.9
CURTIS BAY ELEM	3	3.4		
	5	5.2	5.1	5.3
DALLAS F. NICHOLAS	3	3.1		
	5	4.0	4.9	4.8
DAVID E WEGLEIN	3	2.7		
	5	4.0	4.7	4.6
DICKEY HILL ELEM	3	3.4		
	5	4.6	5.5	5.0
DIGGS JOHNSON JR	7	5.3	5.6	5.8
DR. RAYNER BROWNE	3	2.9		
	5	4.0	5.1	4.7
DUKE ELLINGTON	3	3.4		
EDGECOMBE CIRCLE	3	3.2		
	5	4.0	4.7	4.6
EDGEWOOD ELEM	3	2.9		
	5	4.4	4.9	5.0
FALLSTAFF MID	7	7.4	8.0	7.6
ELMER A. HENDERSON	3	3.3		
	5	4.2	4.8	5.0
EUTAW-MARSHBURN	3	3.2		
	5	4.3	5.1	4.7
FEDERAL HILL ELEM	3	2.9		
	5	4.4	4.7	4.8
FORT WORTHINGTON	3	3.1		
	5	3.8	4.8	4.6
BENJAMIN FRANKLIN JR	7	6.3	6.3	6.8

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
FRANCIS SCOTT KEY	3	3.2		
	5	4.3		5.0
	7	6.0	6.3	7.0
FRANKFORD ELEM	5	4.6	5.1	5.1
FRANKLIN ROOSEVELT	3	3.1		
	5	4.1	5.4	5.4
FRANKLIN SQUARE	5	4.1	4.7	4.5
FURLEY ELEM	3	3.4		
	5	4.9	5.5	5.5
FURMAN L. TEMPLETON	3	3.0		
	5	4.4	5.2	5.5
GARDENVILLE ELEM	3	4.3		
	5	6.0	6.7	6.8
GARRETT HEIGHTS	3	3.7		
	5	5.3	5.9	5.8
GARRISON JR	7	5.3	5.0	6.2
GEORGE G. KELSON	3	3.4		
	5	3.8	4.2	4.2
GEORGE STREET ELEM	3	2.8		
	5	4.4	5.2	5.0
GEORGE WASHINGTON	3	2.8		
	5	4.8	4.7	4.7
GILMOR ELEM	3	2.8		
	5	4.1	5.0	4.7
GLENMOUNT ELEM	3	4.3		
	5	6.1	7.0	6.4
GOVANS ELEM	3	3.4		

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
GRACELAND P.OD. H.E	3	3.5		
	5	4.7	5.5	5.5
GREEN SPRING JR	7	5.5	5.9	6.1
GROVE PARK ELEM	3	3.6		
	5	4.3		4.9
GUILFORD ELEM	3	3.4		
	5	5.8	5.2	5.6
GWYNNS FALLS ELEM	3	3.4		
	5	4.8	5.3	4.8
	7	5.1	6.6	6.4
GWYNNS FALLS JR	7	5.4	6.1	6.1
HARLEM PARK JHS	7	5.4	5.9	6.1
HAMILTON ELEM	3	4.4		
	5	5.1	5.9	5.6
HAMILTON JR	7	5.6	6.0	6.3
HAMPDEN ELEM	3	4.4		
	5	5.5	5.5	5.7
HAMPSTEAD HILL ELEM	3	3.2		
	5	4.8	4.6	4.9
HAMPSTEAD HILL JR	7	5.6	4.4	6.0
DR BERNARD HARRIS	3	2.8		
	5	3.9	4.4	4.5
HARFORD HEIGHTS	3	3.2		
	5	4.7	5.5	5.3
HARLEM PARK ELEM	3	2.8		
	5	4.4	5.2	5.3
HARRIET TUBMAN ELEM	3	2.9		
	5	4.5	5.1	5.1

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
HAZELWOOD ELEM	3	3.6		
	5	5.2		5.9
	7	7.9		8.1
HERRING RUN JR	7	5.5	5.9	6.1
HIGHLANDTOWN #237	3	3.5		
	5	4.9	6.3	5.9
HIGHLANDTOWN #215	3	3.5		
	5	4.8	5.1	5.2
HILTON ELEM	3	3.6		
	5	4.9	5.5	5.1
HOLABIRD ELEM	3	3.8		
	5	4.6	5.0	5.0
HOUSTON WOODS JR	7	5.0	5.3	5.5
HOWARD PARK ELEM	3	3.4		
	5	4.4	5.3	5.1
IRVINGTON ELEM	3	3.1		
	5	4.6	5.2	5.1
	7	5.5	6.2	6.1
JACKIE ROBINSON	5	4.2	5.0	5.1
JAMES MCHENRY ELEM	3	3.1		
	5	4.4	5.1	5.0
JAMES MONROE ELEM	3	3.0		
	5	4.3	4.7	4.8
JAMES MOSHER ELEM	3	3.1		
	5	4.7	5.6	5.2
JOHN EAGER HOWARD	3	2.9		
	5	4.0	4.8	4.5
JOHN RUHRAH ELEM	3	4.1		
	5	5.2	6.1	5.8

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
JOHNSTON SQUARE	3	3.2		
	5	4.4	5.1	5.0
DR M.L. KING ELEM	5	4.9	5.4	5.0
LAFAYETTE ELEM	3	3.3		
	5	4.3	5.4	4.6
LAKELAND ELEM MID	3	3.2		
	7	6.2	6.3	6.6
LANGSTON HUGHES	3	3.0		
	5	4.4	4.8	4.8
LEITH WALK ELEM	3	3.8		
	5	5.7	6.4	5.8
LEXINGTON TERRACE	3	3.0		
	5	3.9	4.7	4.5
LIBERTY ELEM	3	3.1		
	5	5.1	5.4	4.5
LOCKERMAN-BUNDY	3	2.9		
	5	4.9	5.8	5.5
LOMBARD JR	7	5.1	5.9	5.9
LYNDHURST ELEM	3	3.1		
MADISON SQUARE ELEM	3	2.9		
	5	4.3	5.3	4.8
MALCOLM X ELEM	3	3.2		
MARGARET BRENT ELEM	3	3.2		
	5	4.9	5.6	5.3

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
M GARNETT FERRING	3	3.8		
	5	5.0	5.1	5.5
MARY E. RODMAN ELEM	3	3.0		
	5	4.6	5.6	5.0
MATTHEW A. HENSON	3	3.3		
	5	4.4	5.1	5.1
MEDFIELD HEIGHTS	3	3.7		
	5	4.8	5.2	5.4
MILDRED MONROE	3	2.8		
	5	4.7	5.2	5.0
MONTEBELLO ELEM	3	2.8		
	5	4.5	4.8	4.8
MORAVIA PARK CENTER	3	3.2		
MORDECAI GIST ELEM	3	3.2		
	5	4.2	5.2	5.0
MORRELL PARK ELEM	3	3.4		
	5	4.9	5.6	5.3
MT ROYAL ELEM MID	3	3.8		
	5	5.2	5.8	5.8
	7	7.3	7.9	7.7
MT WASHINGTON ELEM	3	4.9		
	5	6.2	7.1	6.8
NORTH EAST MID	7	6.3	7.2	6.9
NO. PARKWAY JR	7	5.5	6.5	6.4
NORTHWOOD ELEM	3	3.7		
	5	4.6	5.2	5.1

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
PARK HEIGHTS ELEM	3	2.9		
	5	4.2	4.5	4.5
PATAPSCO ELEM	3	2.7		
	5	4.2	5.0	4.6
PIMLICO ELEM	3	2.9		
	5	4.4	5.0	4.7
PIMLICO JR	7	5.2	6.0	6.0
ROBERT POOLE JR	7	5.6	6.1	6.3
ROGNEL HEIGHTS ELEM	3	2.8		
	5	4.4	5.4	5.2
ROBERT W. COLEMAN	3	3.6		
	5	4.8	5.5	5.1
ROLAND PARK ELEM	3	4.5		
	5	6.1	6.3	6.1
	7	7.3	6.8	8.2
ROSEMONT ELEM	3	3.0		
	5	3.9	5.0	4.4
RUTLAND ELEM	3	2.9		
	5	4.4	5.5	5.3
SAMUEL COLERIDGE	3	3.2		
	5	3.9	4.8	4.7
SAMUEL F.B. MORSE	5	4.5	5.2	5.2
SARAH M. ROACH ELEM	3	4.8		
	5	5.6	6.0	6.3
SINCLAIR LANE ELEM	3	3.0		
	5	4.7	5.0	5.1
SOUTH EAST MID	7	6.4	6.7	6.9

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
SPRINGHILL ELEM	3	3.0		
STEUART HILL ELEM	3	3.2		
TENCH TILGHMAN ELEM	3	2.8		
	5	4.1	4.6	4.6
THOMAS G. HAYES	3	3.3		
	5	4.0	4.7	5.0
THOMAS JEFFERSON	3	3.5		
	5	4.9	5.5	5.1
THOMAS JOHNSON ELEM	3	2.9		
	5	4.9	5.3	5.3
VICTORY ELEM	3	2.4		
	5	5.0	4.9	5.1
VIOLETVILLE ELEM	3	4.0		
	5	5.8	5.9	6.1
WALTER P. CARTER	3	3.6		
	5	4.8	5.7	5.4
WAVERLY ELEM	3	3.3		
	5	6.3	5.3	6.8
WEST BALTIMORE MID	7	5.8	5.7	6.3
WESTPORT ELEM	3	2.9		
	5	4.5	5.1	5.2
WESTSIDE ELEM	3	3.0		
	5	4.5	5.0	4.8
WILLIAM H LEMMEL	7	5.1	5.9	5.8
WILLIAM PACA ELEM	3	3.3		
	5	4.4	4.9	5.1

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
W. PINDERHUGHES	3	3.0		
	5	3.9	4.8	5.5
WINDSOR HILLS ELEM	3	3.2		
	5	4.9	5.7	5.5
WINSTON MID	7	6.0	6.6	6.7
WOODHOME ELEM	3	4.0		
	5	5.2	5.9	5.5
YORKWOOD ELEM	3	3.9		
	5	5.5	5.9	5.6

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

BALTIMORE COUNTY

- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past seven Maryland Accountability Program reporting years.

- For each school listed in Table 2, average grade equivalents (G.E.) are presented according to the subtests (Reading Comprehension, Language Total, and Mathematics Total) required for each grade level cited.

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-74), YEAR II (1974-75), YEAR III (1975-76), YEAR IV (1976-77), YEAR V (1977-78), YEAR VI (1978-79), AND YEAR VII (1979-80) DATA IN AVERAGE GRADE EQUIVALENT (G.E.) SCORES

Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	3.9	4.2	4.0
	1974-75	4.0	4.4	4.0
	1975-76	4.0	4.4	4.0
	1976-77	4.1	4.6	4.1
	1977-78	4.2	NR*	NR
	1978-79	4.1	NR	NR
	1979-80	4.2	NR	NR
5	1973-74	5.6	5.9	6.0
	1974-75	5.7	6.0	6.0
	1975-76	5.7	6.0	6.0
	1976-77	5.7	6.1	5.9
	1977-78	5.8	6.2	6.0
	1978-79	5.7	6.2	6.0
	1979-80	5.9	6.4	6.2
7	1973-74	7.3	7.5	7.8
	1974-75	7.3	7.4	7.7
	1975-76	7.2	7.5	7.7
	1976-77	7.2	7.4	7.6
	1977-78	7.3	7.6	7.7
	1978-79	7.2	7.5	7.6
	1979-80	7.4	7.6	7.8

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
ARBUTUS ELEM	3	4.0		
	5	6.0	6.6	6.3
ARBUTUS JR	7	7.2	7.5	7.7
BACK RIVER ELEM	3	3.8		
	5	5.5	6.0	5.8
BALTO.HIGHLANDS ELEM	3	3.9		
	5	5.4	5.6	5.4
BATTLE GROVE ELEM	3	4.3		
	5	5.2	5.7	5.9
BEAR CREEK ELEM	3	4.0		
	5	5.6	6.0	6.0
BEDFORD ELEM	3	4.4		
	5	6.3	6.9	6.3
BERKSHIRE ELEM	3	4.2		
	5	5.5	5.9	5.6
CAMPFIELD ELEM	3	3.9		
	5	5.4	5.8	5.7
CARNEY ELEM	3	4.4		
	5	6.1	6.6	6.2
CARROLL MANOR ELEM	3	4.9		
	5	6.7	7.0	6.8
CATONSVILLE ELEM	3	4.4		
	5	5.7	6.4	6.2

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
CATONSVILLE JR	7	7.6	7.7	8.0
CEDARMERE ELEM	3	4.2		
	5	5.7	6.1	5.9
CHADWICK ELEM	3	4.2		
	5	5.9	6.5	6.1
CHAPEL HILL ELEM	3	4.0		
	5	6.0	6.3	6.0
CHARLESMONT ELEM	3	3.6		
	5	5.1	5.8	5.4
CHASE ELEM	3	3.8		
	5	5.1	5.7	5.9
CHESAPEAKE TERR ELEM	3	4.2		
	5	5.5	5.6	5.7
CHURCH LANE ELEM	3	4.5		
	5	6.4	7.1	6.7
COCKEYSVILLE ELEM	3	4.5		
	5	6.4	6.5	6.4
COCKEYSVILLE JR	7	7.8	8.0	8.1
COLGATE ELEM	3	3.7		
	5	5.2	5.7	5.7

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
CROMWELL VALLEY ELEM	3	5.0		
	5	6.9	7.9	7.4
DEEP CREEK ELEM	3	3.7		
	5	5.3	5.5	5.4
DEEP CREEK JR	7	6.8	6.9	7.1
DEER PARK ELEM	3	4.5		
	5	5.8	6.2	6.4
DEER PARK JR	7	7.7	8.3	8.2
DUMBARTON JR	7	8.4	8.5	8.8
DUNDALK ELEM	3	3.9		
	5	5.5	6.0	5.5
DUNDALK MID	7	6.8	6.8	7.2
EDGEMERE ELEM	3	4.0		
	5	5.2	6.1	5.5
EDMONDSON HIGHTS	3	4.4		
	5	6.2	6.4	6.3
ELMWOOD ELEM	3	4.0		
	5	5.5	6.0	5.9
ESSEX ELEM	3	4.1		
	5	5.8	6.1	5.8
FEATHERBED LANE ELEM	3	3.9		
	5	5.5	5.9	5.6

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
FIFTH DISTRICT ELEM	3	4.2		
	5	5.9	6.5	6.1
FORT GARRISON ELEM	3	4.7		
	5	6.5	6.8	7.0
FRANKLIN ELEM	3	4.5		
	5	6.4	6.7	6.3
FRANKLIN JR	7	7.3	7.7	7.6
FULLERTON ELEM	3	4.4		
	5	6.3	6.6	6.3
GEN.JOHN STRICKER	7	6.8	7.2	7.4
GLENMAR ELEM	3	3.8		
	5	5.4	5.9	5.9
GLYNDON ELEM	3	4.2		
	5	6.4	6.7	6.7
GOLDEN RING JR	7	7.4	7.8	7.7
GRANGE ELEM	3	4.4		
	5	5.9	6.5	6.5
GUNPOWDER ELEM	3	4.7		
	5	6.0	6.7	6.6
HALETHORPE ELEM	3	3.8		
	5	5.0	5.7	5.6
HAMPTON ELEM	3	4.7		
	5	6.3	6.9	6.7

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
HARFORD HILLS ELEM	3	4.4		
	5	5.8	6.8	6.4
HAWTHORNE ELEM	3	3.9		
	5	5.4	6.1	5.7
HEBBVILLE ELEM	3	4.3		
	5	5.6	6.1	5.6
HEREFORD JR SR	7	7.5	8.0	8.3
HERNWOOD ELEM	3	4.7		
	5	6.1	6.2	6.0
HILLCREST ELEM	3	4.6		
	5	6.4	6.9	6.6
HILLENDALE ELEM	3	3.7		
	5	5.7	6.3	6.0
HOLABIRD JR	7	7.3	7.5	7.7
JOHNNYCAKE ELEM	3	4.1		
	5	5.7	6.4	5.9
JOHNNYCAKE JR	7	7.3	7.4	7.6
KINGSVILLE ELEM	3	4.5		
	5	6.4	6.4	6.5
LANSDOWNE ELEM	3	4.0		
	5	5.2	5.4	5.3

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
LANSDOWNE MID	7	6.8	6.9	7.2
LOCH RAVEN ELEM	3	4.5		
	5	6.3	6.7	6.8
LOCH RAVEN JR	7	7.6	7.9	8.0
LOGAN ELEM	3	3.7		
	5	5.6	5.7	5.7
LUTHERVILLE ELEM	3	4.9		
	5	6.5	7.1	6.9
MAIDEN CHOICE ELEM	3	3.9		
	5	5.6	5.9	5.7
MARS ESTATES ELEM	3	3.7		
	5	5.5	6.2	5.6
MARTIN BLVD ELEM	3	4.0		
	5	6.0	6.1	6.0
MCCORMICK ELEM	3	4.4		
	5	6.2	7.0	6.7
MIDDLEBOROUGH ELEM	3	4.0		
	5	5.5	5.6	5.4
MIDDLE RIVER JR	7	7.0	7.1	7.2
MIDDLESEX ELEM	3	4.0		
	5	5.5	5.7	5.7
MILBROOK ELEM	3	4.4		
	5	6.2	6.4	6.5

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
NORWOOD ELEM	3	4.0		
	5	5.9	6.3	6.2
NORTH POINT JR	7	6.8	6.8	7.1
OAKLEIGH ELEM	3	4.4		
	5	6.2	6.8	6.7
OLD COURT JR	7	7.4	7.8	7.9
OREMS ELEM	3	3.8		
	5	5.3	5.6	5.4
OWINGS MILLS ELEM	3	3.8		
	5	5.2	5.8	5.5
OWINGS MILLS JR SR	7	7.0	7.0	7.2
PADONIA ELEM	3	4.4		
	5	5.8	6.4	6.3
PARKVILLE JR	7	7.2	7.6	7.8
PERRY HALL ELEM	3	4.4		
	5	6.1	6.6	6.5
PERRY HALL JR	7	7.5	7.7	8.0
PIKESVILLE JR	7	8.2	8.7	8.7
PINE GROVE ELEM	3	4.5		
	5	6.5	7.1	6.8
PINE GROVE JR	7	7.5	7.9	8.2

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
PINEWOOD ELEM	3	4.7		
	5	6.6	6.9	6.8
PLEASANT PLAINS ELEM	3	4.5		
	5	6.3	7.0	6.3
POT SPRINGS ELEM	3	4.7		
	5	6.6	7.3	7.0
POWHATAN ELEM	3	4.0		
	5	5.4	6.1	5.9
PRETTYBOY ELEM	3	4.1		
	5	6.3	6.6	6.6
RANDALLSTOWN ELEM	3	4.7		
	5	6.2	6.5	6.3
RED HOUSE RUN ELEM	3	4.6		
	5	6.1	6.5	6.5
REISTERSTOWN ELEM	3	4.3		
	5	6.0	6.9	6.6
RELAY ELEM	3	4.5		
	5	6.4	6.9	6.3
RIDERWOOD ELEM	3	4.9		
	5	6.9	7.2	7.2
RIDGELY JR	7	8.6	8.9	9.1
RIVERVIEW ELEM	3	4.0		
	5	5.7	6.2	6.1

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
RODGERS FORGE ELEM	3	4.8		
	5	6.5	6.8	6.6
ROSEDALE ELEM	3	4.3		
	5	5.2	5.8	5.5
SANDALWOOD ELEM	3	3.9		
	5	5.4	5.7	5.8
SANDY PLAINS ELEM	3	3.9		
	5	5.4	5.8	5.4
SCOTTS BRANCH ELEM	3	3.9		
	5	5.6	6.1	5.9
SENECA ELEM	3	3.8		
	5	5.8	6.3	6.0
SEVENTH DIST. ELEM	3	4.1		
	5	5.7	6.2	6.0
SHADY SPRING ELEM	3	3.8		
	5	5.6	6.1	6.0
SPARROWS PT MID SR	7	7.0	7.2	7.3
SPARKS ELEM	3	4.6		
	5	6.4	6.5	6.5
STEMMERS RUN JR	7	6.8	7.1	7.1
STONELEIGH ELEM	3	4.9		
	5	6.8	7.3	7.2

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
SUDBROOK MID	7	6.8	7.4	7.5
SUMMIT PARK ELEM	3	4.6		
	5	6.5	7.2	6.9
SUSSEX ELEM	3	4.1		
	5	5.7	5.9	5.9
TIMBER GROVE ELEM	3	4.1		
	5	5.7	6.3	6.0
TIMONIUM ELEM	3	4.8		
	5	6.6	7.2	6.8
VICTORY VILLA ELEM	3	3.9		
	5	5.7	5.9	6.1
VILLA CRESTA ELEM	3	4.3		
	5	6.1	6.4	6.4
WARREN ELEM	3	4.9		
	5	6.8	7.2	7.1
WELLWOOD ELEM	3	5.1		
	5	6.3	7.0	6.9
WESTCHESTER ELEM	3	4.3		
	5	6.3	6.8	6.3
WESTOWNE ELEM	3	4.4		
	5	6.2	6.6	6.4
WINAND ELEM	3	4.5		
	5	6.1	6.7	6.8

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
WINFIELD ELEM	3	4.5		
	5	5.6	6.1	6.0
WOODBRIDGE ELEM	3	4.6		
	5	6.1	6.9	6.6
WOODLAWN ELEM	3	4.7		
	5	6.2	6.2	6.3
WOODLAWN MID	7	6.7	7.2	7.1
WOODMOOR ELEM	3	3.8		
	5	5.1	5.5	5.1

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

CALVERT COUNTY

- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past seven Maryland Accountability Program reporting years.

- For each school listed in Table 2, average grade equivalents (G.E.) are presented according to the subtests (Reading Comprehension, Language Total, and Mathematics Total) required for each grade level cited.

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-74), YEAR II (1974-75), YEAR III (1975-76), YEAR IV (1976-77), YEAR V (1977-78), YEAR VI (1978-79), AND YEAR VII (1979-80) DATA IN AVERAGE GRADE EQUIVALENT (G.E.) SCORES

Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	3.0	3.4	3.1
	1974-75	3.0	3.4	3.0
	1975-76	3.3	3.8	3.3
	1976-77	3.5	4.1	3.5
	1977-78	3.6	NR*	NR
	1978-79	4.0	NR	NR
	1979-80	4.0	NR	NR
5	1973-74	4.4	4.6	4.7
	1974-75	4.6	5.0	4.9
	1975-76	4.9	5.4	5.2
	1976-77	5.0	5.7	5.3
	1977-78	5.3	6.0	5.5
	1978-79	5.5	6.2	5.7
	1979-80	5.6	6.5	5.8
7	1973-74	6.0	5.7	6.1
	1974-75	6.1	5.9	6.2
	1975-76	6.2	6.3	6.3
	1976-77	6.5	6.7	6.7
	1977-78	6.9	6.8	6.7
	1978-79	6.8	7.4	6.8
	1979-80	6.9	7.4	7.0

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

CALVERT COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
APPEAL ELEM	3	3.9		
	5	5.2	5.8	5.4
BEACH ELEM	3	3.7		
	5	5.1	5.9	5.1
CALVERT MID	7	6.6	7.0	6.7
CENTRAL ELEM	3	4.5		
	5	5.8	6.4	5.8
HUNTINGTOWN ELEM	3	4.9		
	5	6.4	8.0	7.2
MT HARMONY ELEM	3	4.3		
	5	5.8	6.4	5.8
MUTUAL ELEM	3	3.4		
	5	5.1	6.1	5.3
NORTHERN MID	7	7.2	7.8	7.2
PRINCE FRED ELEM	3	3.5		

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

CAROLINE COUNTY

- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past seven Maryland Accountability Program reporting years.

- For each school listed in Table 2, average grade equivalents (G.E.) are presented according to the subtests (Reading Comprehension, Language Total, and Mathematics Total) required for each grade level cited.

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-74), YEAR II (1974-75), YEAR III (1975-76), YEAR IV (1976-77), YEAR V (1977-78), YEAR VI (1978-79), AND YEAR VII (1979-80) DATA IN AVERAGE GRADE EQUIVALENT (G.E.) SCORES

Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	3.5	3.8	3.4
	1974-75	3.6	4.0	3.5
	1975-76	3.5	4.0	3.5
	1976-77	3.8	4.1	3.7
	1977-78	3.8	NR*	NR
	1978-79	4.0	NR	NR
	1979-80	3.9	NR	NR
5	1973-74	5.2	5.3	5.2
	1974-75	5.1	5.2	5.0
	1975-76	5.1	5.2	5.1
	1976-77	5.2	5.4	5.2
	1977-78	5.3	5.5	5.3
	1978-79	5.6	5.6	5.5
	1979-80	5.6	5.8	5.7
7	1973-74	6.6	6.5	6.7
	1974-75	6.5	6.4	6.5
	1975-76	6.6	6.6	6.7
	1976-77	6.6	6.5	6.6
	1977-78	6.6	6.4	6.7
	1978-79	6.8	6.4	6.7
	1979-80	6.6	6.6	6.9

*NR = These scores are not reported for the school year because of changes in reporting requirements.

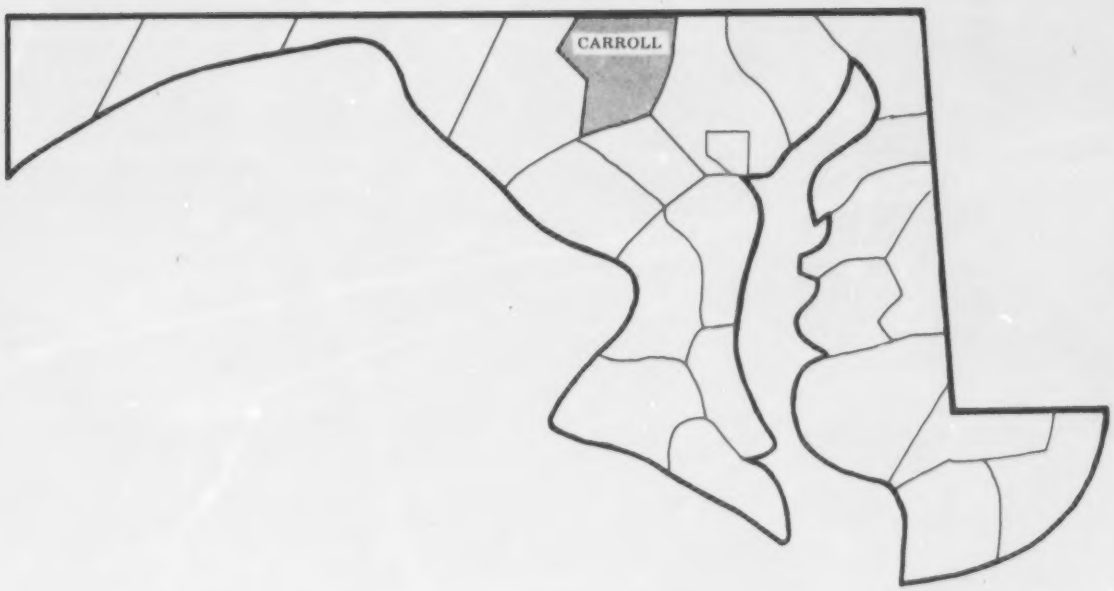
TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

CAROLINE COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
DENTON ELEM	3	3.9		
	5	5.5	5.8	5.7
FEDERALSBURG ELEM	3	4.0		
	5	5.3	5.5	5.3
GREENSBORO ELEM	3	4.0		
	5	5.4	5.6	5.6
PRESTON ELEM	3	4.2		
	5	6.1	6.4	6.1
RIDGELY ELEM	3	3.6		
	5	5.6	5.9	5.8

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

CARROLL COUNTY



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- For each school listed in Table 2, average grade equivalents (G.E.) are presented according to the subtests (Reading Comprehension, Language Total, and Mathematics Total) required for each grade level cited.

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Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	3.9	4.3	3.8
	1974-75	4.0	4.4	3.9
	1975-76	4.0	4.5	3.9
	1976-77	4.1	4.5	4.0
	1977-78	4.1	NR*	NR
	1978-79	4.2	NR	NR
	1979-80	4.3	NR	NR
5	1973-74	5.7	5.8	5.8
	1974-75	5.7	6.0	5.8
	1975-76	5.7	6.0	5.8
	1976-77	5.8	6.1	5.9
	1977-78	5.9	6.1	5.8
	1978-79	5.9	6.1	5.8
	1979-80	6.0	6.2	5.9
7	1973-74	7.4	7.2	7.6
	1974-75	7.2	7.3	7.5
	1975-76	7.4	7.6	7.6
	1976-77	7.5	7.7	7.7
	1977-78	7.5	7.6	7.6
	1978-79	7.5	7.7	7.6
	1979-80	7.7	7.8	7.8

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

CARROLL COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
CARROLLTOWNE ELEM	3	4.4		
	5	6.1	5.9	5.8
CHARLES CARROLL ELEM	3	4.1		
	5	5.9	6.1	6.1
EAST MID	7	7.9	8.0	7.8
ELDERSBURG ELEM	3	4.4		
	5	5.9	6.3	5.7
ELMER WOLFE ELEM	3	4.2		
FREEDOM DISTRICT	3	4.4		
	5	6.3	6.6	6.3
HAMPSTEAD ELEM	3	4.1		
	5	5.9	6.4	6.0
MANCHESTER ELEM	3	4.1		
	5	6.0	6.1	5.7
MECHANICSVILLE ELEM	3	4.1		
	5	5.8	6.1	5.7
MT AIRY ELEM	3	4.2		
	5	6.0	6.0	5.8
MT AIRY MID	7	7.5	7.9	7.6
NEW WINDSOR MID	5	6.3	6.8	6.4
	7	7.1	7.3	7.5

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

CARROLL COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
NORTH CARROLL MID	7	7.5	7.7	7.6
NORTHWEST MID	5	5.6	5.6	5.5
	7	7.2	7.1	7.2
ROBERT MOTON ELEM	3	4.0		
	5	5.8	6.1	5.7
SANDYMOUNT ELEM	3	4.5		
	5	6.2	6.5	6.2
SYKESVILLE MID	7	7.6	7.7	7.9
TANEYTOWN ELEM	3	3.8		
UNIONTOWN ELEM	3	4.6		
WEST MID	7	7.8	7.9	7.9
WESTMINSTER ELEM	3	4.2		
	5	6.1	6.1	5.8
WM WINCHESTER ELEM	3	4.2		
	5	6.0	6.2	6.0
WINFIELD ELEM	3	4.5		
	5	5.9	5.8	5.5

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

CECIL COUNTY

- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past seven Maryland Accountability Program reporting years.

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Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	3.5	3.7	3.5
	1974-75	3.7	3.9	3.8
	1975-76	3.8	4.1	3.8
	1976-77	3.8	4.1	3.9
	1977-78	4.0	NR*	NR
	1978-79	4.0	NR	NR
	1979-80	4.1	NR	NR
5	1973-74	5.2	5.3	5.6
	1974-75	5.3	5.3	5.6
	1975-76	5.3	5.3	5.6
	1976-77	5.6	5.8	5.9
	1977-78	5.7	5.9	5.9
	1978-79	5.7	5.9	5.9
	1979-80	5.9	6.0	6.0
7	1973-74	7.0	6.7	7.3
	1974-75	6.9	6.8	7.2
	1975-76	6.8	6.9	7.2
	1976-77	7.0	7.0	7.2
	1977-78	7.0	7.1	7.3
	1978-79	7.2	7.2	7.4
	1979-80	7.4	7.4	7.5

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

CECIL COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
BAINBRIDGE ELEM	3	3.8		
	5	5.6	5.4	5.5
BAY VIEW ELEM	3	4.0		
	5	5.9	5.9	6.1
BOHEMIA MANOR JR SR	7	7.2	7.1	7.4
CALVERT ELEM	3	4.1		
	5	6.1	6.5	6.2
CECIL MANOR ELEM	3	4.6		
	5	6.4	6.6	6.5
CECILTON ELEM	3	4.0		
	5	5.4	5.7	5.8
CHARLESTOWN ELEM	3	3.7		
	5	5.8	5.9	5.9
CHERRY HILL MID	7	7.8	7.8	7.9
CHESAPEAKE CITY ELEM	3	4.2		
	5	6.0	6.3	6.3
CONOWINGO ELEM	3	3.9		
	5	5.7	6.0	5.9
ELKTON MID	7	7.1	7.5	7.3
GILPIN MANOR ELEM	3	3.7		
	5	5.3	6.2	5.7

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

CECIL COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
HOLLY HALL ELEM	3	3.6		
	5	5.2	5.4	5.7
KENMORE ELEM	3	4.4		
	5	6.8	6.3	6.4
LEEDS ELEM	3	4.2		
	5	6.1	6.1	6.3
NORTH EAST ELEM	3	4.2		
	5	5.8	5.9	5.9
NORTH EAST MID	7	7.2	7.5	7.6
PERRYVILLE ELEM	3	4.4		
	5	6.0	6.2	6.3
PERRYVILLE MID	7	7.3	7.3	7.2
RISING SUN ELEM	3	4.4		
	5	6.0	6.3	6.1
RISING SUN JR SR	7	7.4	7.2	7.5
THOMPSON ESTATES ELEM	3	3.7		
	5	5.6	5.7	5.8

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

CHARLES COUNTY

- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past seven Maryland Accountability Program reporting years.

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Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	3.3	3.7	3.5
	1974-75	3.4	3.7	3.5
	1975-76	3.6	4.0	3.6
	1976-77	3.5	4.1	3.6
	1977-78	3.6	NR*	NR
	1978-79	3.9	NR	NR
	1979-80	3.9	NR	NR
5	1973-74	5.0	5.2	5.2
	1974-75	5.0	5.3	5.2
	1975-76	5.1	5.5	5.4
	1976-77	5.2	5.7	5.4
	1977-78	5.3	5.9	5.5
	1978-79	5.5	6.1	5.7
	1979-80	5.5	6.1	5.7
7	1973-74	6.6	6.6	6.7
	1974-75	6.6	6.5	6.7
	1975-76	6.6	6.6	6.7
	1976-77	6.8	6.7	6.8
	1977-78	6.9	6.8	6.9
	1978-79	7.1	7.2	7.2
	1979-80	7.1	7.2	7.2

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

CHARLES COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
BENJ. STODDERT MID	7	7.4	7.5	7.5
GUSTAVUS BROWN ELEM	3	3.9		
	5	5.4	6.2	5.7
JAMES CRAIK ELEM	3	3.8		
	5	5.4	6.0	5.8
DR SAMUEL MUDD ELEM	3	4.1		
	5	5.8	6.8	6.0
EVA TURNER ELEM	3	4.0		
	5	5.6	5.9	5.6
GALE-BAILEY ELEM	3	3.8		
	5	5.4	6.1	5.8
GEN SMALLWOOD MID	7	6.6	6.7	6.7
GLASVA ELEM	3	3.8		
	5	5.4	6.1	5.4
INDIAN HEAD ELEM	3	3.9		
	5	5.7	6.5	6.0
J. C. PARKS ELEM	3	3.8		
	5	5.9	6.2	6.0

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

CHARLES COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
JOHN HANSON MID	7	7.5	7.5	7.3
J.P. RYON ELEM	3	4.1		
	5	5.4	6.0	5.3
MALCOLM ELEM	3	4.3		
	5	5.8	6.2	5.9
MATTHEW HENSON MID	7	7.0	7.2	7.4
ARTHUR MIDDLETON ELEM	3	4.0		
	5	5.5	5.9	5.6
MILTON SOMERS MID	7	7.1	7.3	7.5
MITCHELL ELEM	3	4.0		
	5	6.1	6.5	6.1
NANJEMOY ELEM	3	3.0		
	5	4.6	5.3	4.8
PICCOWAXEN MID	7	6.6	6.5	6.7
PORT TABACCO ELEM	3	4.0		
	5	5.4	6.0	5.7
T.C. MARTIN ELEM	3	3.7		
	5	5.4	5.9	5.2
WAYSIDE ELEM	3	3.3		
	5	4.2	4.9	4.8

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

DORCHESTER COUNTY

- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past seven Maryland Accountability Program reporting years.

- For each school listed in Table 2, average grade equivalents (G.E.) are presented according to the subtests (Reading Comprehension, Language Total, and Mathematics Total) required for each grade level cited.

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-74), YEAR II (1974-75), YEAR III (1975-76), YEAR IV (1976-77), YEAR V (1977-78), YEAR VI (1978-79), AND YEAR VII (1979-80) DATA IN AVERAGE GRADE EQUIVALENT (G.E.) SCORES

Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	3.1	3.8	3.2
	1974-75	3.5	4.1	3.4
	1975-76	3.5	4.2	3.6
	1976-77	3.6	4.5	3.7
	1977-78	3.6	NR*	NR
	1978-79	3.6	NR	NR
	1979-80	3.6	NR	NR
5	1973-74	4.8	5.0	4.8
	1974-75	4.9	5.5	5.1
	1975-76	5.0	5.6	5.4
	1976-77	5.3	6.0	5.5
	1977-78	5.6	6.2	5.8
	1978-79	5.3	6.1	5.6
	1979-80	5.3	6.0	5.6
7	1973-74	6.3	6.4	6.5
	1974-75	6.3	6.5	6.5
	1975-76	6.3	6.7	6.4
	1976-77	6.5	7.2	7.1
	1977-78	6.6	6.8	7.4
	1978-79	6.5	7.1	6.9
	1979-80	6.6	7.3	7.1

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

DORCHESTER COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
CAMBRIDGE MID	7	6.8	7.6	7.3
HURLOCK PRIMARY	3	3.3		
HURLOCK INTERMEDIATE	5	5.0	5.3	4.9
MACES LANE MID	7	6.5	7.3	7.0
MAPLE ELEM	3	3.3		
	5	5.2	6.4	6.1
NORTH DORCHESTER	7	6.6	7.2	7.0
SANDY HILL ELEM	3	3.8		
	5	5.9	6.5	6.2
SOUTH DORCHESTER ELEM	3	3.8		
	5	5.7	6.8	5.9
SOUTH DORCHESTER	7	6.8	7.4	7.4
ST CLAIR ELEM	3	3.6		
	5	5.0	5.8	5.2
VIENNA ELEM	3	4.0		
	5	4.7	5.4	5.4
WARWICK SCHOOL ELEM	3	4.0		
	5	5.4	6.0	5.6

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

FREDERICK COUNTY

- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past seven Maryland Accountability Program reporting years.

- For each school listed in Table 2, average grade equivalents (G.E.) are presented according to the subtests (Reading Comprehension, Language Total, and Mathematics Total) required for each grade level cited.

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-74), YEAR II (1974-75), YEAR III (1975-76), YEAR IV (1976-77), YEAR V (1977-78), YEAR VI (1978-79), AND YEAR VII (1979-80) DATA IN AVERAGE GRADE EQUIVALENT (G.E.) SCORES

Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	3.5	3.7	3.4
	1974-75	3.7	4.3	3.8
	1975-76	3.8	4.4	3.9
	1976-77	3.8	4.4	3.9
	1977-78	3.9	NR*	NR
	1978-79	4.0	NR	NR
	1979-80	4.1	NR	NR
5	1973-74	5.1	5.2	5.4
	1974-75	5.4	5.8	5.8
	1975-76	5.5	5.9	5.8
	1976-77	5.5	5.9	5.8
	1977-78	5.5	6.0	5.8
	1978-79	5.6	6.1	5.8
	1979-80	5.7	6.2	5.9
7	1973-74	6.9	6.8	7.1
	1974-75	7.0	7.2	7.4
	1975-76	7.1	7.4	7.5
	1976-77	7.2	7.2	7.2
	1977-78	7.1	7.2	7.3
	1978-79	7.2	7.3	7.4
	1979-80	7.3	7.4	7.5

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

FREDERICK COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
BRUNSWICK ELEM	3	3.7		
	5	5.4	6.1	5.5
BRUNSWICK HIGH	7	7.1	7.3	7.3
CARROLL MANOR ELEM	3	3.9		
	5	5.9	6.4	5.8
EAST FREDERICK ELEM	3	3.9		
	5	5.4	6.0	5.7
EMMITSBURG ELEM	3	3.5		
	5	5.8	6.7	6.3
	7	7.1	7.8	7.7
GREEN VALLEY ELEM	3	4.3		
	5	6.1	6.8	6.3
GOV THOMAS JOHNSON	7	7.3	7.3	7.6
LEWISTOWN ELEM	3	4.4		
	5	5.9	5.9	5.9
LIBERTY ELEM	3	3.9		
	5	5.4	5.9	5.7
MIDDLETOWN ELEM	3	4.5		
	5	6.2	6.7	6.4
MIDDLETOWN MID	7	7.6	7.7	7.9
MYERSVILLE ELEM	3	4.2		
	5	6.4	6.9	6.6

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

FREDERICK COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
NEW MARKET ELEM	3	4.0		
	5	5.6	5.8	6.1
NEW MARKET MID	7	7.5	7.6	7.8
NEW MIDWAY ELEM	3	4.3		
	5	6.1	6.0	5.7
NORTH FREDRICK ELEM	3	3.7		
	5	5.4	5.9	5.9
PARKWAY ELEM	3	3.9		
	5	6.0	5.7	5.7
SABILLASVILLE ELEM	3	4.1		
	5	6.0	5.9	5.4
SOUTH FREDERICK ELEM	3	4.0		
	5	5.6	6.0	5.8
THURMONT ELEM	3	4.3		
	5	5.7	6.1	5.9
THURMONT MID	7	7.1	7.0	7.4
URBANA ELEM	3	4.3		
	5	5.6	6.1	6.0
VALLEY ELEM	3	3.9		
	5	5.8	6.1	6.0

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

FREDERICK COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
WALKERSVILLE ELEM	3	4.3		
	5	6.2	6.5	6.2
WALKERSVILLE MID	7	7.6	7.5	7.5
WAVERLEY ELEM	3	4.2		
	5	5.6	6.1	5.8
WEST FREDERICK MID	7	7.2	7.3	7.4
WOLFSVILLE ELEM	3	4.4		
	5	5.3	5.9	5.7
WOODSBORO ELEM	3	4.1		
	5	5.2	5.7	5.4
YELLOW SPRINGS ELEM	3	4.3		
	5	6.1	6.4	6.2

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

GARRETT COUNTY

- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past seven Maryland Accountability Program reporting years.

- For each school listed in Table 2, average grade equivalents (G.E.) are presented according to the subtests (Reading Comprehension, Language Total, and Mathematics Total) required for each grade level cited.

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-74), YEAR II (1974-75), YEAR III (1975-76), YEAR IV (1976-77), YEAR V (1977-78), YEAR VI (1978-79), AND YEAR VII (1979-80) DATA IN AVERAGE GRADE EQUIVALENT (G.E.) SCORES

Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	3.6	3.8	3.6
	1974-75	3.7	3.9	3.6
	1975-76	3.8	3.9	3.6
	1976-77	3.9	4.1	3.8
	1977-78	4.0	NR*	NR
	1978-79	3.9	NR	NR
	1979-80	3.8	NR	NR
5	1973-74	5.3	5.3	5.5
	1974-75	5.2	5.1	5.5
	1975-76	5.4	5.3	5.5
	1976-77	5.5	5.4	5.6
	1977-78	5.7	5.6	5.6
	1978-79	5.5	5.4	5.5
	1979-80	5.5	5.6	5.7
7	1973-74	6.9	6.8	7.3
	1974-75	6.9	6.7	7.2
	1975-76	6.8	6.5	7.0
	1976-77	6.9	6.5	7.0
	1977-78	6.9	6.6	7.1
	1978-79	6.8	6.4	7.1
	1979-80	6.9	6.4	7.1

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

GARRETT COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
ACCIDENT ELEM	3	4.1		
	5	5.6	6.0	5.9
BLOOMINGTON ELEM	3	3.3		
	5	5.3	5.1	5.5
BLOOMINGTON JR	7	7.2	6.8	6.7
BROAD FORD ELEM	3	4.0		
	5	5.7	5.6	5.7
CRELLIN ELEM	3	4.0		
	5	5.3	5.5	5.6
DENNETT ROAD ELEM	3	3.7		
	5	5.6	5.8	5.7
FRIENDSVILLE ELEM	3	3.8		
	5	5.4	5.4	5.0
GRANTSVILLE ELEM	3	3.7		
	5	5.3	5.3	5.7
KITZMILLER ELEM	3	3.4		
	5	5.1	5.5	5.7
LOCH LYNN ELEM	3	3.9		
	5	5.2	4.9	5.3
NORTHERN MID	7	6.8	6.5	7.0
RED HOUSE ELEM	3	3.9		
	5	5.3	5.7	5.7

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

GARRETT COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
ROUTE FORTY ELEM	3	3.9		
	5	5.7	5.4	5.8
SOUTHERN MID	7	6.9	6.3	7.1
SWAN MEADOW ELEM	3	3.6		
	5	6.2	6.4	6.3
	7	7.0	7.8	7.4
YODER ELEM	3	3.9		
	5	6.6	6.6	6.8
	7	6.8	7.1	8.4

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

HARFORD COUNTY

- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past seven Maryland Accountability Program reporting years.

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Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	3.9	4.1	3.7
	1974-75	3.9	4.1	3.8
	1975-76	4.0	4.2	3.7
	1976-77	4.0	4.2	3.8
	1977-78	4.1	NR*	NR
	1978-79	4.2	NR	NR
	1979-80	4.2	NR	NR
5	1973-74	5.7	5.8	5.6
	1974-75	5.7	5.7	5.6
	1975-76	5.8	5.8	5.5
	1976-77	5.8	5.9	5.6
	1977-78	5.8	6.0	5.6
	1978-79	5.9	6.0	5.7
	1979-80	6.0	6.2	5.8
7	1973-74	7.4	7.4	7.4
	1974-75	7.5	7.4	7.3
	1975-76	7.5	7.5	7.4
	1976-77	7.4	7.4	7.3
	1977-78	7.4	7.4	7.3
	1978-79	7.4	7.5	7.3
	1979-80	7.4	7.4	7.4

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

HARFORD COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
ABERDEEN MID	7	6.9	7.0	7.2
BAKERFIELD ELEM	3	4.1		
	5	5.8	6.0	5.7
BEL AIR ELEM	3	4.2		
	5	6.3	6.8	6.2
BEL AIR MID	7	7.8	7.8	7.7
CHURCHVILLE ELEM	3	4.4		
	5	5.7	5.6	5.8
DARLINGTON ELEM	3	3.6		
	5	5.9	5.8	5.3
DEERFIELD ELEM	3	4.1		
	5	5.8	6.1	5.6
DUBLIN ELEM	3	4.2		
	5	5.5	5.5	5.1
EDGEWOOD ELEM	3	3.7		
	5	5.2	5.4	5.2
EDGEWOOD MID	7	6.8	6.9	6.9
FALLSTON HIGH	7	7.9	8.0	7.8
FOREST HILL ELEM	3	4.6		
	5	6.3	6.2	6.0

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

HARFORD COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
HALLS CROSS ROADS	3	3.9		
	5	5.2	5.9	5.1
HAVRE DE GRACE ELEM	3	4.0		
	5	5.7	6.0	5.2
HAVRE DE GRACE MID	7	7.0	7.0	7.1
HICKORY ELEM	3	4.4		
	5	6.0	6.5	5.7
HIGHLAND ELEM	3	4.1		
	5	6.4	6.8	6.3
HILLSDALE ELEM	3	3.8		
	5	5.6	5.8	5.5
HOMESTEAD-WAKEFIELD	3	4.7		
	5	6.3	6.5	6.5
JARRETTSVILLE ELEM	3	4.4		
	5	6.3	6.4	6.0
JOPPATOWNE ELEM	3	4.3		
	5	6.1	6.3	6.0
MAGNOLIA ELEM	3	3.8		
	5	5.5	5.8	5.6
MAGNOLIA MID	7	7.5	7.6	7.4
MEADOWVALE ELEM	3	4.2		
	5	6.0	6.4	6.0
NORRISVILLE ELEM	3	4.7		
	5	6.2	6.3	5.7

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

HARFORD COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
NORTH HARFORD MID	7	7.2	7.3	7.5
OAKINGTON ELEM	3	4.1		
	5	5.8	6.1	5.7
PROSPECT MILL ELEM	3	4.5		
	5	6.2	6.3	6.1
RIVERSIDE ELEM	3	4.6		
	5	6.5	6.7	6.0
SLATE RIDGE ELEM	3	4.4		
	5	6.2	6.3	6.3
WM. PACA ELEM	3	4.1		
	5	6.0	6.2	5.8
WM.S JAMES ELEM	3	4.4		
	5	6.3	6.7	5.9
YOUTHS BENEFIT ELEM	3	4.6		
	5	6.5	6.7	6.4

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

HOWARD COUNTY

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Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	4.1	4.5	4.0
	1974-75	4.2	4.5	4.0
	1975-76	4.2	4.6	4.1
	1976-77	4.4	4.8	4.2
	1977-78	4.4	NR*	NR
	1978-79	4.5	NR	NR
	1979-80	4.5	NR	NR
5	1973-74	5.9	6.1	6.0
	1974-75	6.0	6.2	6.1
	1975-76	6.1	6.3	6.2
	1976-77	6.2	6.5	6.4
	1977-78	6.2	6.7	6.4
	1978-79	6.3	6.8	6.4
	1979-80	6.4	6.9	6.5
7	1973-74	7.5	7.6	7.6
	1974-75	7.6	7.7	7.7
	1975-76	7.7	7.7	7.8
	1976-77	7.8	7.9	7.9
	1977-78	7.8	8.0	8.0
	1978-79	7.9	8.2	8.1
	1979-80	8.0	8.3	8.2

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

HOWARD COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
ATHOLTON ELEM	3	4.8		
	5	6.7	7.1	6.8
BRYANT WOODS ELEM	3	4.6		
	5	6.8	6.9	6.7
BUSHY PARK ELEM	3	4.7		
	5	6.3	7.1	6.9
CENTENNIAL LANE ELEM	3	4.6		
	5	6.6	7.1	6.8
CLARKSVILLE ELEM	3	4.3		
	5	6.6	7.1	6.4
CLARKSVILLE MID	7	8.2	8.5	8.3
CLEMENS CROSSING ELE	3	4.6		
	5	6.8	7.3	6.9
DASHER GREEN ELEM	3	4.8		
	5	6.5	6.9	6.2
DUNLOGGIN MID	7	8.4	8.7	8.7
ELLICOTT CITY MID	7	7.8	8.1	7.8
ELKRIDGE ELEM	3	4.1		
	5	5.9	6.5	5.9
FAULKNER RIDGE ELEM	3	4.6		
	5	7.2	7.6	7.3

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

HOWARD COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
GLENWOOD MID	7	7.8	8.2	7.9
GUILFORD ELEM	3	4.1		
	5	5.3	6.1	6.1
HAMMOND ELEM	3	4.4		
	5	6.6	7.4	7.3
HAMMOND MID	7	8.0	8.2	8.3
HARPERS CHOICE MID	7	8.2	8.8	8.4
JEFFERS HILL ELEM	3	4.3		
	5	6.3	6.8	6.3
LISBON ELEM	3	4.6		
	5	6.1	6.4	6.3
LONGFELLOW ELEM	3	4.7		
	5	6.2	6.6	6.1
NORTHFIELD ELEM	3	4.6		
	5	6.8	7.3	7.1
OAKLAND MILLS MID	7	8.0	8.3	8.0
OWEN BROWN MID	7	7.9	8.1	8.0
PATAPSCO MID	7	7.8	8.0	8.1
PHELPS LUCK ELEM	3	4.9		
	5	6.6	6.9	6.4

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

HOWARD COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
ROCKLAND ELEM	3	4.3		
	5	6.1	6.7	6.2
RUNNING BROOK ELEM	3	5.1		
	5	6.4	6.8	6.7
ST JOHNS LANE ELEM	3	4.7		
	5	6.5	7.0	6.9
STEVENS FOREST ELEM	3	4.8		
	5	6.8	7.3	7.0
SWANSFIELD ELEM	3	4.4		
	5	6.0	6.8	6.3
TALBOTT SPRINGS ELEM	3	4.3		
	5	5.8	6.1	5.8
THUNDER HILL ELEM	3	4.5		
	5	6.6	7.1	6.7
WATERLOO ELEM	3	3.6		
	5	5.6	6.1	5.7
WATERLOO MID	7	7.6	7.4	7.9
WEST FRIENDSHIP	3	4.5		
	5	6.1	6.6	6.2
WHISKEY BOTTOM RD	3	4.1		
	5	6.1	6.0	6.0
WILDE LAKE MID	7	8.2	8.4	8.5

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

HOWARD COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
WORTHINGTON ELEM	3	4.8		
	5	6.1	6.8	6.5

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

KENT COUNTY

- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past seven Maryland Accountability Program reporting years.

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TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-74), YEAR II (1974-75), YEAR III (1975-76), YEAR IV (1976-77), YEAR V (1977-78), YEAR VI (1978-79), AND YEAR VII (1979-80) DATA IN AVERAGE GRADE EQUIVALENT (G.E.) SCORES

Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	4.1	4.5	3.8
	1974-75	4.1	4.9	3.9
	1975-76	4.2	5.1	4.2
	1976-77	4.5	5.2	4.3
	1977-78	4.6	NR*	NR
	1978-79	4.5	NR	NR
	1979-80	4.7	NR	NR
5	1973-74	5.3	5.8	5.4
	1974-75	5.3	5.6	5.5
	1975-76	5.3	5.7	5.5
	1976-77	5.4	5.9	5.6
	1977-78	5.6	6.2	5.7
	1978-79	5.8	6.3	5.8
	1979-80	5.7	6.1	5.8
7	1973-74	7.4	8.0	7.2
	1974-75	6.9	7.2	7.0
	1975-76	7.0	7.7	7.0
	1976-77	7.2	7.7	7.3
	1977-78	7.2	7.8	7.3
	1978-79	7.4	7.8	7.3
	1979-80	7.2	7.9	7.4

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

KENT COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
CHESTERTOWN ELEM	3	5.2		
CHESTERTOWN MID	7	7.1	7.9	7.3
GALENA ELEM	3	4.4		
GALENA MID	7	7.5	8.5	7.4
MILLINGTON ELEM	3	4.4		
ROCK HALL ELEM	3	4.4		
ROCK HALL MID	7	7.2	7.4	7.5
WORTON ELEM	3	4.3		

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

MONTGOMERY COUNTY

- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past seven Maryland Accountability Program reporting years.

- For each school listed in Table 2, average grade equivalents (G.E.) are presented according to the subtests (Reading Comprehension, Language Total, and Mathematics Total) required for each grade level cited.

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-74), YEAR II (1974-75), YEAR III (1975-76), YEAR IV (1976-77), YEAR V (1977-78), YEAR VI (1978-79), AND YEAR VII (1979-80) DATA IN AVERAGE GRADE EQUIVALENT (G.E.) SCORES

Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	4.1	4.4	4.0
	1974-75	4.2	4.6	4.1
	1975-76	4.3	4.6	4.2
	1976-77	4.4	4.7	4.3
	1977-78	4.4	NR*	NR
	1978-79	4.4	NR	NR
	1979-80	4.4	NR	NR
5	1973-74	6.0	6.2	6.2
	1974-75	6.0	6.3	6.2
	1975-76	6.1	6.3	6.3
	1976-77	6.1	6.5	6.3
	1977-78	6.2	6.5	6.4
	1978-79	6.2	6.7	6.4
	1979-80	6.3	6.7	6.5
7	1973-74	7.9	7.9	8.0
	1974-75	7.8	7.9	8.0
	1975-76	7.8	8.0	8.1
	1976-77	7.8	8.1	8.1
	1977-78	7.8	8.1	8.1
	1978-79	7.8	8.2	8.1
	1979-80	7.9	8.3	8.2

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
ARCOLA ELEM	3	3.7		
	5	5.6	6.2	6.0
ARGYLE JR	7	7.7	7.9	8.0
ASHBURTON ELEM	3	5.0		
	5	6.5	7.3	6.7
AYRLAWN ELEM	3	4.7		
	5	6.4	6.9	6.5
BANNOCKBURN ELEM	3	4.8		
	5	6.8	7.0	6.8
BELLS MILL ELEM	3	5.1		
	5	6.6	7.4	6.8
BELMONT ELEM	3	4.5		
	5	6.3	7.0	6.4
BEL PRE ELEM	3	3.8		
	5	5.9	6.1	6.1
BENJAMIN BANNEKER	7	8.0	8.2	8.3
BETHESDA ELEM	3	4.9		
	5	6.9	7.3	7.1
BEVERLY FARMS ELEM	3	4.7		
	5	6.8	7.3	7.0

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
BRADLEY ELEM	3	5.4		
	5	6.9	7.6	7.3
BROAD ACRES ELEM	3	3.0		
	5	5.0	5.5	5.2
BROOKHAVEN ELEM	3	4.3		
	5	6.5	7.3	7.0
BROOKMONT ELEM	3	5.0		
	5	7.4	8.0	7.7
BROOKVIEW ELEM	3	3.7		
	5	5.2	5.6	5.5
BROWN STATION ELEM	3	4.3		
	5	6.8	7.6	7.3
BURNING TREE ELEM	3	5.1		
	5	7.3	7.8	7.6
BURTONSVILLE ELEM	3	4.2		
	5	5.6	6.2	5.9
CABIN JOHN JR	7	8.4	8.9	8.7
CANDLEWOOD ELEM	3	4.6		
	5	6.5	6.8	6.6
CANNON ROAD ELEM	3	4.3		
	5	6.4	6.9	6.3
CARDEROCK SPRINGS	3	5.2		
	5	6.8	7.1	7.1

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
CASHELL ELEM	3	4.1		
	5	6.6	6.4	6.5
CEDAR GROVE ELEM	3	4.8		
	5	6.5	6.4	6.6
CHEVY CHASE ELEM	3	4.7		
	5	6.3	7.0	6.7
CLARKSBURG ELEM	3	4.1		
	5	5.7	5.7	5.6
CLOVERLY ELEM	3	4.3		
	5	6.3	6.8	6.3
COLD SPRING ELEM	3	4.6		
	5	6.6	7.2	7.1
COL E BROOKE LEE JR	7	7.9	8.3	8.3
COL JOSEPH BELT JR	7	7.0	7.4	7.6
COLLEGE GARDENS ELEM	3	4.6		
	5	6.4	6.9	6.7
CONGRESSIONAL ELEM	3	3.9		
	5	5.3	5.9	6.1
CONNECTICUT PRK.ELEM	3	4.3		
	5	5.5	6.0	5.8
CRESTHAVEN ELEM	3	4.5		
	5	6.4	7.1	6.8

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
DAMASCUS ELEM	3	4.6		
	5	5.8	6.5	6.2
DARNESTOWN ELEM	3	4.7		
	5	6.7	7.3	7.2
DIAMOND ELEM	3	4.7		
	5	6.4	6.8	6.5
DUFIEF ELEM	3	4.5		
	5	6.5	6.9	6.6
EARLE B WOOD JR	7	8.4	9.1	9.0
EASTERN JR	7	7.7	8.0	7.9
EAST SILVER SPRING	3	3.9		
EDWIN W BROOME MID	7	7.3	7.3	7.4
ENGLISH MANOR ELEM	3	4.5		
	5	6.2	6.6	6.1
FAIRLAND ELEM	3	4.7		
	5	6.5	6.8	6.8
FALLSMEAD ELEM	3	5.0		
	5	6.5	7.3	6.6
FARMLAND ELEM	3	5.0		
	5	7.3	8.0	7.7
FIELDS ROAD ELEM	3	4.2		
	5	5.4	5.7	5.3

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
FLOWER VALLEY ELEM	3	4.6		
	5	6.3	6.8	6.6
FOREST GROVE ELEM	3	4.5		
	5	6.4	6.8	6.6
FOREST KNOLLS ELEM	3	4.3		
	5	6.5	7.1	6.6
FOUR CORNERS ELEM	3	4.2		
	5	6.8	7.0	6.9
FOX CHAPEL ELEM	3	4.4		
	5	5.8	6.1	5.7
FRANCIS SCOTT KEY JR	7	7.6	8.3	8.2
GAITHERSBURG ELEM	3	4.2		
	5	5.5	5.7	5.8
GAITHERSBURG JR	7	7.2	7.6	7.6
GALWAY ELEM	3	4.5		
	5	6.5	7.1	6.6
GARRETT PARK ELEM	3	4.1		
	5	6.7	6.6	6.3
GEORGETOWN HILL ELEM	3	4.8		
	5	6.5	7.2	7.1
GEORGIAN FOREST ELEM	3	4.6		
	5	6.3	7.0	6.5

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
GERMANTOWN ELEM	3	4.4		
	5	6.1	6.7	6.2
GLENALLAN ELEM	3	4.1		
	5	6.2	6.5	6.2
GLEN HAVEN ELEM	3	4.1		
	5	6.4	6.7	6.4
GREENWOOD ELEM	3	4.4		
	5	6.5	7.1	6.6
GROSVENOR ELEM	3	4.7		
	5	6.8	7.0	7.1
HARMONY HILLS ELEM	3	4.0		
	5	5.9	6.2	5.9
HERBERT HOOVER JR	7	8.6	9.1	9.0
HIGHLAND ELEM	3	4.1		
	5	5.8	5.9	6.4
HIGHLAND VIEW ELEM	3	4.4		
	5	6.7	7.3	7.2
HUNGERFORD PARK ELEM	3	4.3		
	5	6.2	6.9	6.2
JACKSON ROAD ELEM	3	4.7		
	5	6.4	7.0	6.7
JOHN T BAKER JR	7	7.8	8.2	8.1

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
JULIUS WEST MID	7	8.0	8.4	8.3
KEMP MILL ELEM	3	5.2		
	5	6.7	7.2	7.0
KENSINGTON ELEM	3	4.7		
	5	6.0	6.5	5.7
LAKE NORMANDY ELEM	3	5.0		
	5	6.6	7.2	6.9
LAKEWOOD ELEM	3	4.3		
	5	6.3	6.9	6.6
LARCHMONT ELEM	3	3.0		
	5	5.5	6.1	5.6
LAYTONSVILLE ELEM	3	4.7		
	5	6.2	6.6	6.4
LELAND JR	7	8.2	8.8	8.5
LONE OAK ELEM	3	3.9		
	5	5.5	5.9	5.7
LUCY BARNSLEY ELEM	3	4.4		
	5	6.5	7.0	6.5
LUXMANOR ELEM	3	4.9		
	5	6.8	8.0	7.4
LYNNBROOK ELEM	3	4.4		
	5	6.4	6.9	6.7

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
MARYVALE ELEM	3	3.5		
	5	4.9	5.3	5.1
MEADOW HALL ELEM	3	4.5		
	5	6.1	6.7	6.0
MILL CREEK TOWNE	3	4.3		
	5	6.5	6.8	6.6
MONTGOMERY VILLAGE	7	8.2	8.5	8.4
MONOCACY ELEM	3	3.9		
	5	6.3	6.9	6.3
MONTROSE ELEM	3	3.9		
	5	5.7	6.2	6.0
NEW HAMPSHIRE EST.	3	4.1		
NEWPORT MIDDLE	7	7.7	7.9	7.7
NORTH BETHESDA JR	7	8.5	9.0	8.7
NORTH CHEVY CHASE	3	4.7		
	5	7.3	7.8	7.6
NORTH LAKE ELEM	3	4.5		
	5		7.1	6.2
OAKLAND TERRACE ELEM	3	4.6		
	5	6.6	6.6	6.6
OAK VIEW ELEM	3	3.7		
	5	5.9	6.4	6.0

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
OLNEY ELEM	3	4.6		
	5	6.5	6.9	6.5
PARKLAND JR	7	7.7	8.3	8.1
PARKWOOD ELEM	3	4.5		
	5	6.5	7.3	6.8
PINEY BRANCH ELEM	5	5.7	5.9	5.6
PINE CREST ELEM	3	4.2		
	5	6.3	6.5	6.2
PLEASANT VIEW ELEM	3	4.2		
	5	5.6	5.9	5.5
POOLESVILLE ELEM	3	4.3		
	5	5.9	6.2	6.0
POOLESVILLE HIGH	7	7.4	7.5	7.8
POTOMAC ELEM	3	4.8		
	5	6.9	7.4	7.2
RADNOR ELEM	3	4.9		
	5	6.5	6.8	6.2
RANDOLPH JR	7	7.1	7.7	7.4
REDLAND MID	7	7.9	7.9	8.1

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
RIDGEVIEW JR	7	7.7	7.7	7.9
RITCHIE PARK ELEM	3	4.9		
	5	6.5	6.8	6.4
ROCK CREEK FOREST	3	4.4		
ROCK CREEK PALISADES	3	4.6		
	5	6.2	6.7	6.3
ROCK CREEK VALLEY	3	4.5		
	5	6.3	6.9	6.5
ROCKING HORSE ROAD	3	3.6		
	5	5.6	6.2	5.8
ROBERT FROST JR	7	8.4	9.0	8.7
ROSEMONT ELEM	3	3.9		
	5	5.6	6.6	6.2
ROLLING TERRACE	3	3.7		
ROLLINGWOOD ELEM	3	4.8		
	5	6.9	7.4	7.1
SADDLEBROOK ELEM	3	4.5		
	5	6.4	7.1	6.8
SEVEN LOCKS ELEM	3	4.9		
	5	6.3	6.7	6.6

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
SHERWOOD ELEM	3	4.0		
	5	6.0	6.5	6.2
SLIGO JR	7	7.6	7.7	7.8
SOMERSET ELEM	3	5.1		
	5	6.8	7.2	7.3
SOUTH LAKE ELEM	3	4.6		
	5	6.2	6.7	6.4
STEDWICK ELEM	3	4.5		
	5	6.6	6.8	6.7
STONEGATE ELEM	3	4.6		
	5	6.5	6.8	6.7
STRATHMORE ELEM	3	3.9		
	5	5.4	5.8	5.8
SUMMIT HALL ELEM	3	4.1		
	5	6.0	6.3	6.5
TAKOMA PARK ELEM	3	4.1		
TAKOMA PARK JR	7	7.0	7.3	7.2
THOMAS W PYLE JR	7	9.0	9.4	9.5
TILDEN JR	7	8.4	9.0	9.0
TRAVILAH ELEM	3	4.6		
	5	6.4	6.5	6.1

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
TWINBROOK ELEM	3	3.8		
	5	5.7	5.9	6.0
VIERS MILLS ELEM	3	4.3		
	5	5.6	6.2	5.6
WASHINGTON GROVE	3	4.2		
	5	5.8	6.3	5.8
WATKINS MILL ELEM	3	4.3		
	5	5.9	6.2	5.9
WAYSIDE ELEM	3	4.7		
	5	6.3	7.3	6.6
WELLER ROAD ELEM	3	3.7		
	5	5.6	6.0	5.7
WESTERN JR	7	8.7	9.5	8.8
WEST ROCKVILLE ELEM	3	4.3		
	5	6.2	6.2	6.4
WESTBROOK ELEM	3	5.1		
	5	6.8	7.2	6.8
WESTOVER ELEM	3	4.6		
	5	6.3	7.0	6.8
WHEATON WOODS ELEM	3	4.2		
	5	6.0	6.5	6.0

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
WHETSTONE ELEM	3	4.9		
	5	6.3	6.9	6.5
WHITE OAK JR	7	8.1	8.5	8.4
WM H FARQUHAR MID	7	7.7	7.9	8.0
WILLIAM TYLER PAGE	3	5.2		
	5	6.3	6.9	6.7
WOOD ACRES ELEM	3	5.0		
	5	6.8	7.5	6.9
WOODLIN ELEM	3	3.7		
WOODFIELD ELEM	3	4.7		
	5	6.7	7.4	6.7
WOODSIDE ELEM	5	5.2	5.3	5.0
WYNGATE ELEM	3	5.2		
	5	6.9	7.3	7.1

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

PRINCE GEORGE'S COUNTY

- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past seven Maryland Accountability Program reporting years.

- For each school listed in Table 2, average grade equivalents (G.E.) are presented according to the subtests (Reading Comprehension, Language Total, and Mathematics Total) required for each grade level cited.

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-74), YEAR II (1974-75), YEAR III (1975-76), YEAR IV (1976-77), YEAR V (1977-78), YEAR VI (1978-79), AND YEAR VII (1979-80) DATA IN AVERAGE GRADE EQUIVALENT (G.E.) SCORES

Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	3.6	3.9	3.6
	1974-75	3.7	4.0	3.6
	1975-76	3.8	4.1	3.7
	1976-77	3.8	4.2	3.7
	1977-78	3.7	NR*	NR
	1978-79	3.7	NR	NR
	1979-80	3.7	NR	NR
5	1973-74	5.3	5.3	5.5
	1974-75	5.3	5.5	5.5
	1975-76	5.3	5.6	5.5
	1976-77	5.3	5.6	5.5
	1977-78	5.2	5.7	5.5
	1978-79	5.2	5.7	5.4
	1979-80	5.3	5.8	5.3
7	1973-74	6.9	7.0	7.3
	1974-75	6.8	6.8	7.1
	1975-76	6.9	7.0	7.1
	1976-77	6.8	7.0	7.1
	1977-78	6.8	7.1	7.0
	1978-79	6.6	7.1	6.9
	1979-80	6.7	7.2	7.0

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGES COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
ACCOKEEK ELEM	3	4.0		
	5	6.2	6.3	5.7
ADELPHI ELEM	3	3.5		
	5	4.9	5.8	5.0
ALLENWOOD ELEM	3	4.0		
	5	5.6	6.1	5.6
ANDREWS AFB ELEM	3	4.0		
	5	6.0	6.2	6.1
ANDREW JACKSON JR	7	5.8	6.5	6.4
APPLE GROVE ELEM	3	3.9		
	5	5.1	5.7	5.2
ARDMORE ELEM	3	3.5		
	5	5.4	6.4	6.0
ARROWHEAD ELEM	3	4.0		
	5	5.8	6.4	6.0
AVALON ELEM	3	4.0		
	5	4.9	5.6	5.2
BADEN ELEM	3	3.7		
	5	4.7	5.0	4.7
BARNABY MANOR ELEM	3	3.1		
	5	4.9	5.7	5.6

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGES COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
BEACON HEIGHTS ELEM	3	3.2		
	5	5.0	4.8	4.9
BEAVER HEIGHTS ELEM	3	3.1		
	5	5.2	5.4	5.1
BELAIR JR	7	7.3	7.7	7.3
BELTSVILLE ELEM	3	4.2		
	5	5.8	5.6	5.3
BELTSVILLE JR	7	7.1	7.2	7.4
BENJAMIN D FOULOIS	7	6.0	6.6	6.4
BENJAMIN STODDERT	7	5.9	6.4	6.3
BENJAMIN TASKER JR	7	7.3	7.7	7.5
BERKSHIRE ELEM	3	3.4		
	5	4.6	5.3	4.8
BERWYN HEIGHTS ELEM	3	3.5		
	5	5.7	6.2	5.8
BLADENSBURG ELEM	3	3.7		
	5	4.8	5.4	4.8
BLADENSBURG JR	7	6.4	6.6	6.4
BUCK LODGE JR	7	6.9	7.4	7.2

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGES COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
BOND MILL ELEM	3	4.7		
	5	6.3	6.8	6.4
BRADBURY HEIGHTS	3	3.1		
	5	4.7	5.3	4.8
BRANDYWINE ELEM	3	3.6		
	5	5.7	6.3	5.7
BUCKINGHAM ELEM	3	4.3		
	5	6.1	6.5	6.0
CALVERTON ELEM	3	4.3		
	5	5.3	5.7	5.3
CAMP SPRINGS ELEM	3	3.8		
	5	5.2	5.4	4.8
CAPITOL HEIGHTS ELEM	3	3.6		
	5	5.0	5.8	5.1
CARMODY HILLS ELEM	3	3.4		
	5	4.7	5.2	4.6
CAROLE HIGHLANDS	3	3.3		
	5	5.3	6.0	5.2
CARROLLTON ELEM	3	4.2		
	5	5.8	6.6	6.0
CATHERINE T REED	3	3.2		
	5	4.9	5.6	5.2

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGES COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
CHAPEL FORGE ELEM	3	4.7		
	5	6.4	7.0	6.5
CHARLES CARROLL JR	7	6.8	7.6	7.2
CHEROKEE LANE ELEM	3	4.0		
	5	5.8	6.2	5.5
CHESTNUT HILLS ELEM	3	4.4		
	5	5.6	6.3	5.4
CHEVERLY TUXEDO ELEM	3	4.0		
	5	5.6	6.8	6.0
CHILLUM ELEM	3	3.3		
	5	4.4	5.0	4.6
CLINTON GROVE ELEM	3	4.1		
	5	5.5	6.5	5.3
COLMAR MANOR ELEM	3	3.2		
	5	4.5	4.9	4.7
COLUMBIA PARK ELEM	3	3.5		
	5	4.6	4.9	4.5
CONCORD ELEM	3	3.1		
	5	4.9	5.9	5.2
COOPER LANE ELEM	3	3.5		
	5	4.8	5.2	4.6
CRESTVIEW ELEM	3	4.4		
	5	5.7	6.2	5.9

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGES COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
DEERFIELD RUN ELEM	3	4.2		
	5	5.7	6.4	6.0
DISTRICT HEIGHTS	3	3.7		
	5	4.8	5.5	4.8
DODGE PARK ELEM	3	2.9		
DOSWELL E BROOKS	3	3.2		
	5	4.4	5.1	4.7
DWIGHT EISENHOWER	7	7.4	7.5	7.5
EDGAR ALLEN POE ELEM	3	3.5		
EUGENE BURROUGHS JR	7	7.8	8.0	7.9
FLINTSTONE ELEM	3	3.7		
	5	5.1	6.0	5.3
FOREST HEIGHTS ELEM	3	3.2		
	5	5.0	5.4	4.8
FORESTVILLE ELEM	3	3.8		
	5	4.6	5.2	4.8
FORT FOOTE ELEM	3	3.6		
	5	5.1	5.7	5.1
FT WASHINGTON FOREST	3	3.9		
	5	5.8	6.3	5.7
FRANCIS SCOTT KEY JR	7	5.7	6.7	6.3

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGES COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
FRANCIS T EVANS ELEM	3	3.7		
	5	5.6	6.5	5.7
FREDERICK SASSCER JR	7	6.9	7.1	7.0
G GARDNER SHUGART JR	7	6.2	6.9	6.4
GAYWOOD ELEM	3	4.1		
	5	5.5	6.1	5.4
GLASSMANOR ELEM	3	3.1		
	5	4.8	5.2	4.7
GLENARDEN WOODS ELEM	3	3.6		
	5	5.3	6.2	5.6
GLENRIDGE JR	7	6.4	6.9	6.5
GREEN VALLEY ELEM	3	3.5		
	5	5.0	5.5	5.1
GREENBELT CENTER	3	3.5		
	5	5.3	5.6	5.4
GREENBELT JR	7	6.8	7.0	6.9
GREENBELT NORTH END	3	3.2		
	5	5.0	5.5	5.1
GWYNN PARK JR	7	6.7	6.9	6.9
HAPPY ACRES ELEM	3	3.7		
	5	5.8	6.7	5.6

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGES COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
HARMONY HALL ELEM	3	4.4		
	5	6.3	6.6	6.3
HEATHER HILLS ELEM	3	4.4		
	5	6.2	6.9	6.4
HENRY FERGUSON ELEM	3	3.6		
	5	5.4	5.9	5.5
HIGH BRIDGE ELEM	3	4.2		
	5	5.6	6.2	5.9
HILLCREST HEIGHTS	3	3.3		
	5	4.7	5.4	5.0
HOLLYWOOD ELEM	3	3.9		
	5	5.5	6.1	5.4
HYATTSVILLE ELEM	3	3.4		
	5	5.4	5.9	5.6
HYATTSVILLE JR	7	7.5	7.9	7.7
INDIAN QUEEN ELEM	3	4.4		
	5	5.9	6.5	5.8
JAMES HARRISON ELEM	3	3.8		
	5	5.9	6.4	5.6
JAMES MADISON JR	7	6.9	7.2	7.2
JAMES MCHENRY ELEM	3	3.7		
	5	5.0	5.7	5.1

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGES COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
JAMES RYDER RANDALL	3	4.0		
	5	5.2	6.2	5.5
J ENOS RAY ELEM	3	3.7		
	5	5.0	5.8	5.5
J FRANK DENT ELEM	3	3.6		
	5	4.8	5.4	4.8
JOHN CARROLL ELEM	3	3.8		
	5	4.6	5.3	4.8
JOHN EAGER HOWARD	3	3.7		
	5	5.1	5.7	5.1
JOHN H BAYNE ELEM	3	3.6		
	5	5.0	5.4	5.1
JOHN HANSON JR	7	6.6	7.0	6.8
KENILWORTH ELEM	3	4.2		
	5	5.9	6.4	5.8
KENMOOR ELEM	3	3.5		
	5	4.6	4.8	4.8
KENMOOR JR	7	5.9	6.2	6.3
KENTLAND ELEM	3	3.0		
	5	4.2	4.6	4.5
KETTERING ELEM	3	4.0		
	5	5.7	5.8	5.8
KETTERING JR	7	7.1	7.5	7.3

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGES COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
LAMONT ELEM	3	3.7		
	5	5.1	5.6	5.1
LANDOVER HILLS ELEM	3	3.4		
	5	4.8	5.9	5.1
LANGLEY PK-MCCORMICK	3	3.2		
	5	4.8	5.4	5.1
LAUREL ELEM	3	4.0		
	5	5.5	5.9	5.6
LAUREL JR	7	7.4	7.4	7.6
LEWISDALE ELEM	3	3.6		
	5	4.9	5.6	5.3
LORD BALTIMORE JR	7	6.4	7.0	7.0
LONGFIELDS ELEM	3	3.2		
	5	4.5	4.9	4.7
LYNDON HILL ELEM	3	3.6		
	5	5.0	5.4	4.7
MAGNOLIA ELEM	3	3.8		
	5	5.7	6.2	5.8
MARGARET BRENT ELEM	3	3.7		
	5	5.0	6.0	5.2
MARGARET A EDMONSTON	3	4.1		
	5	5.5	6.7	5.5
MARLTON ELEM	3	3.9		
	5	6.0	6.3	5.7

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGES COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
MARTIN LUTHER KING	7	7.8	8.5	8.0
MARY MCLEOD BETHUNE	7	6.6	6.9	6.9
MATTAPONI ELEM	3	4.0		
	5	5.5	6.2	5.5
MATTHEW HENSON ELEM	3	3.6		
	5	5.0	5.8	5.6
MEADOWBROOK ELEM	3	4.3		
	5	6.5	6.7	6.2
MELWOOD ELEM	3	3.7		
	5	5.4	6.0	5.5
MIDDLETON VALLEY	3	4.0		
	5	5.6	6.4	5.8
MONTPELIER ELEM	3	4.8		
	5	6.1	6.6	6.1
MORNINGSIDE ELEM	3	3.1		
	5	4.5	4.6	4.5
MT RAINIER ELEM	3	3.3		
	5	5.0	5.3	4.9
MT RAINIER JR	7	6.2	6.5	6.3
NORTH FORESTVILLE	3	3.4		
	5	5.2	5.7	5.4
NICHOLAS OREM JR	7	6.7	7.4	6.8

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGES COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
OAKCREST ELEM	3	3.4		
	5	5.0	5.6	4.9
OAKLANDS ELEM	3	4.2		
	5	5.6	6.0	5.5
OVERLOOK ELEM	3	3.1		
	5	4.7	5.1	4.5
OWENS ROAD ELEM	3	3.4		
	5	5.3	7.1	6.0
OXON HILL ELEM	3	3.4		
	5	4.8	5.4	4.8
OXON HILL JR	7	6.6	7.6	7.3
PAINT BRANCH ELEM	3	4.0		
	5	5.4	5.8	5.4
PARKWAY ELEM	3	3.6		
	5	4.9	5.4	5.1
PATUXENT ELEM	3	3.6		
	5	4.6	5.2	4.9
PHYLLIS E WILLIAMS	3	4.0		
	5	5.4	6.0	5.3
POINTER RIDGE ELEM	3	4.3		
	5	6.0	6.2	6.0
POTOMAC LANDING ELEM	3	4.2		
	5	6.0	6.3	5.4

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGES COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
POWDER MILL ELEM	3	3.5		
	5	4.9	5.4	5.1
PRINCETON ELEM	3	3.4		
	5	5.3	6.0	5.6
RIDGECREST ELEM	3	3.9		
	5	5.6	5.7	5.6
RITCHIE ELEM	3	3.4		
	5	4.7	5.5	4.7
RIVERDALE ELEM	3	3.7		
	5	5.1	5.7	5.0
RIVERDALE HILLS ELEM	3	3.2		
	5	5.1	5.4	5.3
ROBERT FROST ELEM	3	4.0		
	5	5.4	6.5	5.6
ROBERT GODDARD JR	7	6.7	6.9	7.0
ROCKLEDGE ELEM	3	4.7		
	5	6.4	7.0	6.1
ROGER B TANEY JR	7	7.0	7.2	6.9
ROGERS HEIGHTS	3	3.5		
	5	4.9	5.1	4.8
ROLLINGCREST JR	7	6.0	6.8	6.6

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGES COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
ROSE VALLEY ELEM	3	4.2		
	5	5.5	6.1	5.5
ROSECROFT PARK ELEM	3	3.8		
	5	6.0	6.6	6.1
SAMUEL CHASE ELEM	3	3.4		
	5	5.6	5.8	5.6
SAMUEL F B MORSE	3	3.5		
	5	4.7	5.2	4.9
SAMUEL OGLE JR	7	8.0	8.5	8.2
SANDYMOUNT ELEM	3	3.2		
	5	4.4	4.9	4.8
SEABROOK ELEM	3	3.3		
	5	5.0	5.3	5.0
SEAT PLEASANT ELEM	3	3.5		
	5	5.1	5.9	5.4
SHADYSIDE ELEM	3	3.3		
	5	4.6	5.2	5.1
SKYLINE ELEM	3	3.6		
	5	4.7	5.4	4.7
SPAULDING JR	7	5.7	6.1	6.4
SPRINGHILL LAKE	3	3.9		
	5	5.7	6.0	5.3
STEPHEN DECATUR JR	7	6.6	7.1	7.0
SUITLAND JR	7	5.9	6.3	6.3

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGES COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
SURRATTSVILLE ELEM	3	4.1		
	5	5.6	6.5	5.8
SURRATTSVILLE JR	7	7.4	7.6	7.4
TALL OAKS ELEM	3	4.4		
	5	5.7	6.1	5.8
TANGLEWOOD ELEM	3	4.0		
	5	5.4	5.9	5.3
TAYAC ELEM	3	3.4		
	5	5.0	5.6	5.0
TEMPLETON ELEM	3	3.6		
	5	5.1	5.8	5.1
THOMAS ADDISON ELEM	3	3.9		
	5	5.6	6.4	6.0
THOMAS CLAGGETT ELEM	3	3.2		
	5	4.8	5.0	5.0
THOMAS JOHNSON JR	7	6.7	7.2	7.1
THOMAS G PULLEN JR	7	7.0	7.2	7.2
THOMAS S STONE ELEM	3	3.4		
	5	5.1	5.9	5.1
TULIP GROVE ELEM	3	3.8		
	5	5.8	6.2	5.8

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGES COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
UNIVERSITY PARK ELEM	3	4.3		
	5	6.4	6.8	6.1
VALLEY VIEW ELEM	3	3.3		
	5	4.8	5.3	4.8
WALKER MILL JR	7	6.1	6.7	6.5
WALDEN WOODS ELEM	3	4.1		
	5	5.6	6.1	5.8
WEST LANHAM HILLS	3	3.4		
	5	4.7	5.2	4.7
WILLIAM BEANES ELEM	3	3.1		
	5	4.2	4.8	4.7
WILLIAM PACA ELEM	3	3.5		
	5	4.7	5.2	5.0
WILLIAM WIRT JR	7	6.0	6.4	6.3
WOODLEY KNOLL ELEM	5	4.9	5.6	4.9
WOODMORE ELEM	3	4.0		
	5	5.6	5.9	5.5
WOODRIDGE ELEM	3	3.8		
	5	5.1	5.5	4.9
YORKTOWN ELEM	3	4.3		
	5	6.2	6.8	6.1

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

QUEEN ANNE'S COUNTY

- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past seven Maryland Accountability Program reporting years.

- For each school listed in Table 2, average grade equivalents (G.E.) are presented according to the subtests (Reading Comprehension, Language Total, and Mathematics Total) required for each grade level cited.

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-74), YEAR II (1974-75), YEAR III (1975-76), YEAR IV (1976-77), YEAR V (1977-78), YEAR VI (1978-79), AND YEAR VII (1979-80) DATA IN AVERAGE GRADE EQUIVALENT (G.E.) SCORES

Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	3.3	3.8	3.4
	1974-75	3.3	3.9	3.4
	1975-76	3.6	4.3	3.5
	1976-77	3.7	4.1	3.6
	1977-78	3.6	NR*	NR
	1978-79	3.9	NR	NR
	1979-80	3.9	NR	NR
5	1973-74	5.2	5.4	5.2
	1974-75	5.1	5.5	5.2
	1975-76	5.1	5.6	5.3
	1976-77	5.2	5.7	5.2
	1977-78	5.4	5.9	5.5
	1978-79	5.6	5.8	5.5
	1979-80	5.6	6.2	5.7
7	1973-74	6.8	7.0	6.8
	1974-75	6.8	6.9	6.7
	1975-76	6.9	7.1	7.2
	1976-77	6.9	7.3	7.1
	1977-78	7.0	7.1	7.3
	1978-79	7.2	7.1	7.0
	1979-80	7.1	7.5	7.3

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

QUEEN ANNES COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
CENTREVILLE ELEM	3	3.7		
CENTREVILLE MID	5	5.5	6.3	5.7
	7	7.1	7.5	7.3
CHURCH HILL ELEM	3	4.1		
GRASONVILLE ELEM	3	3.7		
KENT ISLAND ELEM	3	4.0		
SUDLERSVILLE MID	5	5.3	5.6	5.5
	7	6.7	7.2	6.8
STEVENSVILLE MID	5	5.7	6.1	5.7
	7	7.1	7.6	7.4
SUDLERSVILLE ELEM	3	3.8		

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

ST. MARY'S COUNTY

- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past seven Maryland Accountability Program reporting years.

- For each school listed in Table 2, average grade equivalents (G.E.) are presented according to the subtests (Reading Comprehension, Language Total, and Mathematics Total) required for each grade level cited.

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-74), YEAR II (1974-75), YEAR III (1975-76), YEAR IV (1976-77), YEAR V (1977-78), YEAR VI (1978-79), AND YEAR VII (1979-80) DATA IN AVERAGE GRADE EQUIVALENT (G.E.) SCORES

Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	3.4	3.7	3.5
	1974-75	3.3	3.6	3.3
	1975-76	3.5	4.0	3.6
	1976-77	3.7	4.2	3.7
	1977-78	3.8	NR*	NR
	1978-79	4.0	NR	NR
	1979-80	3.9	NR	NR
5	1973-74	5.3	5.4	5.5
	1974-75	5.1	5.3	5.4
	1975-76	5.2	5.7	5.5
	1976-77	5.1	5.7	5.4
	1977-78	5.4	5.6	5.6
	1978-79	5.5	6.1	5.7
	1979-80	5.8	6.3	5.8
7	1973-74	6.8	6.6	7.0
	1974-75	6.8	6.6	6.7
	1975-76	6.8	6.7	6.9
	1976-77	6.7	6.8	6.8
	1977-78	6.9	7.0	7.0
	1978-79	6.9	7.0	7.0
	1979-80	6.9	7.2	7.1

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ST. MARYS COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
BANNEKER ELEM	3	3.7		
	5	4.9	5.3	4.8
DYNARD ELEM	3	3.8		
	5	5.6	6.2	5.4
ESPERANZA MID	7	7.4	7.7	7.7
FRANK KNOX ELEM	3	3.8		
	5	5.7	6.1	6.1
G.W. CARVER ELEM	3	3.7		
	5	6.2	6.8	6.2
GREAT MILLS ELEM	3	3.1		
	5	5.7	6.4	5.8
GREENVIEW KNOLLS ELE	3	4.4		
	5	5.8	6.0	5.5
HOLLYWOOD ELEM	3	4.6		
	5	5.7	6.4	5.7
LEONARDTOWN ELEM	3	4.7		
	5	6.5	6.7	6.3
LEONARDTOWN MID	7	6.8	7.0	7.0
LEXINGTON PARK ELEM	3	3.4		
	5	5.9	5.9	5.8
MARGARET BRENT MID	7	6.8	7.0	6.8

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ST. MARYS COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
MECHANICSVILLE ELEM	3	3.8		
	5	5.2	5.9	5.3
OAKVILLE ELEM	3	4.0		
	5	5.2	5.6	5.3
PARK HALL ELEM	3	3.8		
	5	5.9	6.9	6.6
PINEY POINT ELEM	3	3.7		
	5	6.6	7.1	6.3
RIDGE ELEM	3	3.6		
	5	5.4	6.3	5.6
SPRING RIDGE MID	7	6.8	7.3	7.1
TOWN CREEK ELEM	3	4.3		
	5	6.4	6.9	6.4
WHITE MARSH ELEM	3	4.0		
	5	5.8	6.5	5.7

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2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

SOMERSET COUNTY

- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past seven Maryland Accountability Program reporting years.

- For each school listed in Table 2, average grade equivalents (G.E.) are presented according to the subtests (Reading Comprehension, Language Total, and Mathematics Total) required for each grade level cited.

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-74), YEAR II (1974-75), YEAR III (1975-76), YEAR IV (1976-77), YEAR V (1977-78), YEAR VI (1978-79), AND YEAR VII (1979-80) DATA IN AVERAGE GRADE EQUIVALENT (G.E.) SCORES

Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	3.3	3.7	3.3
	1974-75	3.6	4.1	3.5
	1975-76	3.6	4.1	3.6
	1976-77	3.8	4.4	3.8
	1977-78	3.6	NR*	NR
	1978-79	3.6	NR	NR
	1979-80	3.8	NR	NR
5	1973-74	5.0	5.2	5.0
	1974-75	5.1	5.3	5.1
	1975-76	5.0	5.2	5.2
	1976-77	5.2	5.5	5.3
	1977-78	5.1	5.7	5.8
	1978-79	5.1	5.4	5.1
	1979-80	5.1	5.1	5.0
7	1973-74	6.3	6.3	6.5
	1974-75	6.4	6.2	6.4
	1975-76	6.6	6.6	6.5
	1976-77	6.5	6.7	6.5
	1977-78	6.5	6.5	6.5
	1978-79	6.7	6.8	6.5
	1979-80	6.5	6.7	6.6

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

SOMERSET COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
CRISFIELD ELEM	3	4.0		
DEAL ISLAND SCHOOL	3	3.8		
	5	4.5	4.6	4.5
	7	7.0	6.6	6.6
EWELL SCHOOL	3	3.2		
	5	4.8	5.0	5.1
	7	6.4	6.5	7.0
GREENWOOD MID	5	5.4	5.2	5.2
	7	6.7	6.6	6.7
MARION ELEM	3	4.1		
	5	4.2	4.8	4.6
MOUNT VERNON SCHOOL	3	3.9		
	5	5.5	5.2	4.9
	7	7.7	6.7	6.7
PRINCESS ANNE ELEM	3	3.8		
WESTOVER ELEM	3	3.5		
WOODSON MID	5	4.9	5.3	4.9
	7	6.1	6.7	6.4

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

TALBOT COUNTY

- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past seven Maryland Accountability Program reporting years.

- For each school listed in Table 2, average grade equivalents (G.E.) are presented according to the subtests (Reading Comprehension, Language Total, and Mathematics Total) required for each grade level cited.

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-74), YEAR II (1974-75), YEAR III (1975-76), YEAR IV (1976-77), YEAR V (1977-78), YEAR VI (1978-79), AND YEAR VII (1979-80) DATA IN AVERAGE GRADE EQUIVALENT (G.E.) SCORES

Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	3.7	4.2	3.7
	1974-75	3.6	4.1	3.6
	1975-76	3.8	4.2	3.7
	1976-77	4.0	4.6	4.0
	1977-78	4.0	NR*	NR
	1978-79	4.1	NR	NR
	1979-80	3.9	NR	NR
5	1973-74	5.2	5.5	5.3
	1974-75	5.1	5.4	5.0
	1975-76	5.4	5.9	5.4
	1976-77	5.4	6.1	5.4
	1977-78	5.7	6.2	5.7
	1978-79	5.8	5.5	5.7
	1979-80	5.7	6.3	5.8
7	1973-74	7.0	6.9	6.9
	1974-75	6.9	7.0	6.8
	1975-76	7.0	7.3	7.1
	1976-77	7.0	7.0	6.9
	1977-78	7.2	8.0	7.2
	1978-79	7.3	7.1	7.2
	1979-80	7.6	7.4	7.5

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

TALBOT COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
CORDOVA ELEM	3	3.8		
EASTON MID	7	6.9	7.5	7.4
GLENWOOD ELEM	5	5.8	6.5	6.0
IDLEWILD ELEM	3	3.7		
ST MICHAELS ELEM	3	4.3		
ST MICHAELS MID	7	7.3	7.7	7.6
TILGHMAN ELEM	3	3.8		
UPPER COUNTY	5	5.3	5.6	5.3
WHITE MARSH ELEM	3	3.8		

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

WASHINGTON COUNTY

- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past seven Maryland Accountability Program reporting years.

- For each school listed in Table 2, average grade equivalents (G.E.) are presented according to the subtests (Reading Comprehension, Language Total, and Mathematics Total) required for each grade level cited.

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-74), YEAR II (1974-75), YEAR III (1975-76), YEAR IV (1976-77), YEAR V (1977-78), YEAR VI (1978-79), AND YEAR VII (1979-80) DATA IN AVERAGE GRADE EQUIVALENT (G.E.) SCORES

Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	3.5	3.9	3.7
	1974-75	3.7	4.1	3.7
	1975-76	3.9	4.3	3.8
	1976-77	3.9	4.3	3.8
	1977-78	4.1	NR*	NR
	1978-79	4.1	NR	NR
	1979-80	4.0	NR	NR
5	1973-74	5.3	5.4	5.7
	1974-75	5.3	5.4	5.7
	1975-76	5.4	5.7	5.6
	1976-77	5.5	5.8	5.6
	1977-78	5.6	6.0	5.7
	1978-79	5.6	6.0	5.7
	1979-80	5.7	6.1	5.7
7	1973-74	6.9	6.8	7.3
	1974-75	6.7	6.7	7.1
	1975-76	6.9	6.0	7.4
	1976-77	6.9	6.9	7.2
	1977-78	7.1	7.2	7.3
	1978-79	7.1	7.2	7.3
	1979-80	7.1	7.3	7.4

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

WASHINGTON COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
BESTER ELEM	3	3.4		
	5	5.0	5.2	5.0
BOONSBORO ELEM	3	4.5		
	5	6.3	6.7	6.5
BOONSBORO MID	7	7.2	8.0	7.7
CASCADE ELEM	3	4.1		
	5	5.8	6.1	6.0
CLEAR SPRING ELEM	3	3.8		
CLEAR SPRING MID	5	5.8	6.4	5.9
	7	7.3	7.3	7.2
CONOCOCHEAGUE	3	4.1		
EMMA K DOUB ELEM	3	4.0		
	5	6.1	7.2	6.5
E RUSSELL HICKS MID	7	7.0	7.1	7.1
FOUNTAINDALE ELEM	3	4.3		
	5	6.5	6.8	6.6
FOUNTAIN ROCK ELEM	3	3.9		
	5	5.5	5.9	5.6
FUNKSTOWN ELEM	3	4.1		
	5	5.8	6.1	5.6

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

WASHINGTON COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
GREENBRIER ELEM	3	3.9		
	5	5.3	5.8	5.3
HANCOCK ELEM	3	3.7		
	5	5.6	5.9	5.3
HANCOCK JR SR	7	7.2	7.3	7.5
HICKORY ELEM	3	3.9		
	5	5.8	6.1	5.3
KEEDYSVILLE ELEM	3	3.6		
	5	5.2	5.9	5.7
LINCOLNSHIRE ELEM	3	4.6		
	5	6.0	6.5	5.9
MAUGANSVILLE ELEM	3	3.9		
	5	5.7	5.9	5.8
NORTHERN MID	7	7.2	7.4	7.4
OLD FORGE ELEM	3	4.5		
	5	6.2	6.4	6.1
PANGBORN BLVD ELEM	3	4.6		
	5	5.9	6.4	6.0
PARAMOUNT ELEM	3	4.5		
	5	6.0	6.1	5.8
PLEASANT VALLEY ELEM	3	3.9		
	5	5.6	5.6	5.5

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

WASHINGTON COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
POTOMAC HEIGHTS ELEM	3	4.1		
	5	5.8	6.1	6.1
SALEM AVENUE ELEM	3	4.0		
SHARPSBURG ELEM	3	3.6		
	5	5.7	6.1	5.8
SMITHSBURG MID	7	7.4	7.3	7.6
SMITHSBURG ELEM	3	4.2		
	5	5.4	6.0	5.6
SPRINGFIELD MID	7	7.2	7.4	7.4
SURREY ELEM	3	3.8		
	5	5.8	6.3	5.7
WESTERN HEIGHTS MID	5	4.9	5.1	5.1
	7	6.7	6.9	7.2
WILLIAMSPORT ELEM	3	4.2		
	5	6.0	6.8	6.2
WINTER STREET ELEM	3	3.7		
WOODLAND WAY ELEM	3	3.1		
	5	4.7	4.8	4.8

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

WICOMICO COUNTY

- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past seven Maryland Accountability Program reporting years.

- For each school listed in Table 2, average grade equivalents (G.E.) are presented according to the subtests (Reading Comprehension, Language Total, and Mathematics Total) required for each grade level cited.

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-74), YEAR II (1974-75), YEAR III (1975-76), YEAR IV (1976-77), YEAR V (1977-78), YEAR VI (1978-79), AND YEAR VII (1979-80) DATA IN AVERAGE GRADE EQUIVALENT (G.E.) SCORES

Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	3.6	3.9	3.5
	1974-75	3.6	3.9	3.5
	1975-76	3.8	4.3	3.6
	1976-77	3.9	4.4	3.7
	1977-78	3.9	NR*	NR
	1978-79	4.0	NR	NR
	1979-80	4.1	NR	NR
5	1973-74	5.3	5.4	5.4
	1974-75	5.3	5.5	5.3
	1975-76	5.4	5.7	5.4
	1976-77	5.4	5.8	5.4
	1977-78	5.5	5.9	5.5
	1978-79	5.7	6.0	5.6
	1979-80	5.7	6.1	5.6
7	1973-74	6.9	6.8	6.9
	1974-75	6.9	7.0	7.0
	1975-76	7.0	7.2	7.2
	1976-77	7.0	7.3	7.3
	1977-78	7.0	7.3	7.2
	1978-79	7.3	7.4	7.0
	1979-80	7.0	7.4	7.1

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

WICOMICO COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
BEAVER RUN ELEM	3	4.3		
	5	5.7	6.2	5.6
BENNETT JR	7	7.2	7.4	7.1
DELMAR ELEM	3	3.9		
	5	5.3	5.7	5.3
EAST SALISBURY ELEM	3	3.8		
	5	5.6	5.5	5.2
FRUITLAND PRIMARY	3	4.3		
FRUITLAND INTERMED	5	6.1	6.4	5.9
GLEN AVENUE ELEM	3	4.2		
	5	5.8	6.2	5.4
MARDELA	7	6.8	7.0	7.0
NORTH SALISBURY ELEM	3	3.7		
	5	5.6	6.0	5.5
NORTHWESTERN ELEM	3	4.4		
	5	5.7	6.4	6.0
PEMBERTON ELEM	3	3.9		
	5	5.8	6.2	5.9
PINEHURST ELEM	3	4.3		
	5	6.2	6.9	6.0

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

WICOMICO COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
PITTSVILLE ELEM	3	4.1		
	5	5.5	5.7	5.3
PITTSVILLE JR	7	7.2	7.3	7.1
PRINCE STREET ELEM	3	4.0		
	5	5.6	5.8	5.4
SHARPTOWN ELEM	3	3.9		
	5	5.4	6.7	6.0
WESTSIDE INTERMED	3	4.0		
	5	5.6	5.9	5.4
WICOMICO JR	7	6.9	7.5	7.1
WILLARDS ELEM	3	4.5		

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

WORCESTER COUNTY

- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past seven Maryland Accountability Program reporting years.

- For each school listed in Table 2, average grade equivalents (G.E.) are presented according to the subtests (Reading Comprehension, Language Total, and Mathematics Total) required for each grade level cited.

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Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	3.3	3.9	3.4
	1974-75	3.5	4.2	3.6
	1975-76	4.1	4.6	4.0
	1976-77	3.8	4.6	3.9
	1977-78	3.9	NR*	NR
	1978-79	4.1	NR	NR
	1979-80	4.2	NR	NR
5	1973-74	5.0	5.2	5.2
	1974-75	5.1	5.3	5.1
	1975-76	5.0	5.6	5.3
	1976-77	5.3	5.8	5.5
	1977-78	5.4	5.8	5.4
	1978-79	5.5	5.9	5.5
	1979-80	5,6	6.1	5.6
7	1973-74	6.4	6.4	6.5
	1974-75	6.6	6.6	6.6
	1975-76	6.9	7.3	7.1
	1976-77	6.9	7.2	7.0
	1977-78	6.9	7.0	6.8
	1978-79	7.2	7.1	6.7
	1979-80	7.0	7.1	7.0

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- 1979-80 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

WORCESTER COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
BERLIN MID	7	7.2	7.2	7.3
BUCKINGHAM ELEM	3	3.9		
	5	5.6	6.2	5.6
OCEAN CITY ELEM	3	4.1		
	5	5.8	6.0	5.7
POCOMOKE ELEM	3	4.2		
POCOMOKE MID	5	5.5	6.3	5.9
	7	7.1	7.5	6.9
SHOWELL ELEM	3	4.2		
	5	5.8	6.4	5.8
SNOW HILL ELEM	3	4.3		
SNOW HILL MID	5	5.4	5.8	5.3
	7	6.5	6.6	6.7
WHALEYVILLE ELEM	3	4.2		

CHAPTER 3 A Report of Progress in Some Special Program Areas

3.1 Project Basic

Project Basic is Maryland's response to a state and national thrust to review education in terms of preparing students to apply skills to real life situations. Maryland's response came from the State Board of Education in a paper entitled The Mission of Schooling (January 1977). In this paper, the Board reaffirmed its responsibility for establishing statewide educational standards and stated its commitment to schooling that enables learners to develop behaviors basic to effective adulthood. The Board specified five areas of human activity in which students should develop skills and attitudes for life-functioning. Also, the Board specified the development, by 1982, of competencies in these five areas as prerequisites for graduation. The five areas and their definitions are:

- Basic Skills -- All people must be able to read, write, and calculate.
- Survival Skills -- Schooling should equip all public school youth with these kinds of fundamental skills: consumer, parenting, interpersonal relations, mechanical, and personal finance.
- World of Work -- Schooling should lead either to securing employment after graduation or to post-secondary education. All public school youth should be made aware, without racial or sexual bias, of the options and opportunities of the world of work.
- The Arts/Physical Education -- Schooling should help the student become involved in creative and healthful lifetime activities.

- Citizenship -- Citizenship should include becoming involved in the electoral process, participating in local civic affairs, and understanding the system of justice.

In order to implement this Board action, the Maryland State Superintendent of Schools established the Project Basic Office. The staff of Project Basic is responsible for providing the leadership to coordinate the efforts of Maryland educators, students, and other citizens in four activities:

- Identify the basic competencies essential to effective living in each of the five areas of human activity;
- Design and develop instructional activities for these basic behaviors;
- Develop assessment measures to certify student acquisition of the specified competencies; and
- Coordinate the statewide implementation of minimal competencies as prerequisites to graduation.

In accomplishing these activities, the staff of Project Basic will employ the technology of competency-based education. This technology includes the process of stating each of the specified basic behaviors in the five areas of human activity as a competency (for example, "A student will read to elicit necessary information from home electric bills"). Instructional activities and assessment measures then will be developed and validated for the specified basic behavior.

The result of Project Basic will be a set of competencies that students in Maryland must develop and demonstrate in order to graduate. This process will allow educators to certify, through competency demonstrations, what they and the students were able to accomplish together during their public school experiences. To achieve this result, the Project Basic Office will complete five products:

- A compendium of Maryland-validated competencies declared in the five areas of human activity;
- A list of performance-related assessment tasks to measure the declared competencies;
- Instructional guides that describe school-based and community-based learning experiences for achieving the declared competencies;
- An inservice program to assist local school systems in implementing competency-based requirements for graduation; and
- A procedure for continuously reviewing and updating the declared competencies.

The Project has a five-year implementation period to establish minimal competency-based prerequisites for graduation in Maryland. The timeline is as follows:

- Develop by December 1977 a comprehensive plan and timeline for the Project.
- By July 1978, coordinate the process of developing and validating competencies in the five areas of human activity;
- Select assessment tasks to measure student achievement of the defined competencies;
- By September 1980, develop with Maryland educators a variety of learning experiences that permit students to acquire the defined competencies; and
- Work with school-community patrons to implement competency-based graduation requirements by July 1982.

In summary, Project Basic is a major effort to advance public education in Maryland by establishing a minimum set of competency requirements for graduation. Students will be required to demonstrate these competencies through performance-related assessment tasks as part of their learning experience. This

process will enable students to develop competencies in the five areas of human activity specified by the State Board of Education (basic skills, survival, world of work, the arts/physical education, and citizenship).

3.2 Mandate for Special Education Program Monitoring and Evaluation

Maryland Bylaw 13.04.01.03E, Programs for Handicapped Children, requires the State Department of Education to provide procedures for the monitoring and evaluation of programs designed to meet the educational needs of handicapped children, including the effectiveness of individualized education programs. The Maryland State Department of Education also is mandated to monitor all special education programs to assure compliance with Federal statute (P.L. 94-142) throughout the state.

The purposes of the monitoring system are:

- To determine the degree of local and state compliance with the policies, standards, and guidelines set forth in the local and state annual program plans;
- To determine the areas of need which necessitate changes in special education services and resources within Maryland's 24 school systems as a basis for provision of technical assistance, as well as personnel development;
- To provide a basis for the ongoing planning and quality improvement of special education programs in the 24 local education agencies (LEAs); and
- To determine the service delivery systems which provide the most effective services at the least cost.

The Division of Special Education, in cooperation with local school system personnel, monitored and evaluated the compliance of all 24 LEAs during 1977-78. The following areas were examined as they relate to P.L. 94-142 and to state statutes and regulations:

- Full educational opportunities goal and timelines
- Child identification system
- Policy on priorities
- Individualized education programs
- Procedural safeguards
- Least restrictive environment
- Protection in evaluation procedures
- Comprehensive system of personnel development
- Private placements
- Confidentiality of information
- Allocation and use of Part B funds (P.L. 94-142)
- State excess cost requirements

3.2.1 Future Direction of Special Education Program Monitoring and Evaluation

In 1979-80, the Division of Special Education revised its Monitoring and Evaluation (M. and E.) manual and procedures to include evaluation occuring in a three-year cycle, with onsite visits to eight LEAs per year. Informal monitoring and followup activities to the monitoring system are conducted throughout the year in the LEAs by the regional administration. Local education agencies also are free to request a formal M. and E. during their

nonscheduled years of the three-year cycle. Monitoring and evaluation of all state-operated schools by the Division of Special Education also began in 1978-79.

The revised Monitoring and Evaluation system covers 21 areas that are related to P.L. 94-142 and other regulations and that are explored during the onsite visits:

- Child identification
- Confidentiality
- Full educational opportunities
- Facilities, personnel, and service
- Personnel development
- Parent involvement
- Participation in regular education
- Public control of funds
- Excess cost
- Nonsupplanting of funds
- Comparable services
- Information (reports)
- Records
- Public participation
- Individualized education program
- Policies consistent with statutes
- Nondiscrimination
- Procedural safeguards
- Nonpublic education

- Vocational and career education
- Priorities

The M. and E. manual was modified slightly in 1979-80.

APPENDIX A

PUBLIC SCHOOL LAWS OF MARYLAND
§ 7-203, EDUCATION ACCOUNTABILITY PROGRAM[1]

(a) Program established. - The State Board, the State Superintendent, each county board, and each public school shall implement a program of education accountability for the operation and management of the public schools.

(b) Contents of Program. - The education accountability program shall include the following:

(1) The State Board and the State Superintendent shall assist each county board to establish educational goals and objectives that conform with statewide educational objectives for subject areas including reading, writing, and mathematics;

(2) With the assistance of its county board, each public school shall survey current student achievement in reading, language, mathematics, and other areas to assess its needs;

(3) Each public school shall establish as the basis for its assessment of its needs, project goals and objectives that are in keeping with the goals and objectives established by its county board and the State Board;

(4) With the assistance of its county board, the State Board, and the State Superintendent, each public school shall develop programs to meet its needs on the basis of the priorities it sets;

(5) Evaluation programs shall be developed at the same time to determine if the goals and objectives are being met; and

(6) A reevaluation of programs, goals, and objectives shall be undertaken regularly.

(c) Standardized testing not the only measurement. - National standardized testing may not be the only measure for evaluating educational accountability.

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[1] This section formerly appeared as Article 77, § 28A, Maryland Public School Laws.

(d) Assistance from Department. - The Department shall assist each county board to establish an education accountability program by providing:

(1) Guidelines for development and implementation of the program by the county boards; and

(2) Assistance and coordination where it is needed and requested by the county boards.

(e) Annual report. - The State Superintendent shall send the Governor and the General Assembly a report each January that includes:

(1) Documentation of the progress of the Department, the county boards, and each public school in this State towards their respective goals and objectives; and

(2) Recommendations for legislation that the State Board and the State Superintendent consider necessary to improve the quality of education in this State.

(f) Funding. - On the recommendation of the State Superintendent, the State Board shall include in its annual budget request the funds it considers necessary to carry out the provisions of this section. (An. Code 1957, Art. 77 § 28A; 1978, Ch. 22, § 2.)

APPENDIX B STATEWIDE GOALS IN READING, WRITING, AND MATHEMATICS[1]

Students in the public school systems of Maryland, upon completion of programs in reading, writing, and mathematics established by the local school, should achieve at least a minimum level of skills, and should be able to use these skills in everyday life. The established goals in each of these three areas include:

Goals in Reading

1. UTILIZE A VARIETY OF READING MATERIALS
2. USE A WORD RECOGNITION SYSTEM
3. COMPREHEND VARIOUS READING MATERIALS
4. MEET THE READING DEMANDS FOR FUNCTIONING IN SOCIETY
5. SELECT READING AS A PERSONAL ACTIVITY

Goals in Writing

1. USE THE WRITING PROCESS TO COMMUNICATE PERSONAL FEELINGS AND IDEAS, OBSERVING ACCEPTED CONVENTIONS OF WRITING
2. USE THE WRITING PROCESS TO RESPOND TO THE DEMANDS AND OBLIGATIONS OF SOCIETY, OBSERVING ACCEPTED CONVENTIONS OF SOCIETY
3. VALUE WRITING FOR PERSONAL AND SOCIAL REASONS

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[1]Approved by the Maryland State Board of Education, June 20, 1973.

Goals in Mathematics

1. RECALL AND/OR RECOGNIZE MATHEMATICAL DEFINITIONS, FACTS, AND SYMBOLS

2. PERFORM MATHEMATICAL MANIPULATIONS

3. UNDERSTAND MATHEMATICAL CONCEPTS AND PROCESSES

4. SOLVE SPECIFIC MATHEMATICAL PROBLEMS

5. USE MATHEMATICAL REASONING AND PROCESSES TO MEET PERSONAL AND SOCIETAL NEEDS

6. APPRECIATE AND USE MATHEMATICS

Goals in Reading

Each Maryland student, who has achieved the objectives for reading established by the local school, should:

1. UTILIZE A VARIETY OF READING MATERIALS

   In this goal, a student identifies his own purposes for using reading materials, and from a wide variety of available materials, selects those which are suitable in level of difficulty and in content. Such materials include both print (e.g., books, newspapers, periodicals, vertical files, documents) and nonprint (e.g., films, records, transparencies, maps, globes, charts).

2. USE OF WORD RECOGNITION SYSTEM

   The achievement of this goal enables a student to perform two tasks which are basic to success in reading. First, he knows and can apply a system for recognizing unfamiliar words. Secondly, he can instantaneously and simultaneously pronounce words and determine their meaning in a particular context. Such a system includes the use of the necessary picture, context, structural, phonic, and authority (i.e., glossary, dictionary) clues.

3. COMPREHEND VARIOUS READING MATERIALS

To accomplish this goal, the student must think literally, critically, and creatively about the intent of the communication. Thus, the student must develop a method for using the pattern of thought in the message in order to understand the meaning and to draw inferences. In this process, he uses his own experiences and knowledge about the content to ask a variety of questions and to find suitable answers to these.

4. MEET THE READING DEMANDS FOR FUNCTIONING IN SOCIETY

This goal prepares the student to survive in society by helping him to cope with everyday reading experiences, (i.e., following directions, locating references, gaining information, understanding forms, and attaining personal development). Since it establishes minimum performance levels for students, this goal is of prime importance.

5. SELECT READING AS A PERSONAL ACTIVITY

The essence of this goal is the student's personal enjoyment and appreciation of the reading process whereby he can and does read. The development of such a positive attitude must not be left to chance, but instead it must include the continuous building of reading interest, desire, and habit as an integral part of all reading instruction throughout the state.

Goals in Writing

Each Maryland student, who has achieved the objectives for writing established by the local school, should:

1. USE THE WRITING PROCESS TO COMMUNICATE PERSONAL FEELINGS AND IDEAS, OBSERVING ACCEPTED CONVENTIONS OF WRITING

The essential feature of this goal is free expression. The student has something personal he wants to express for his own use or to communicate to others. Accepted conventions of writing include

items like spelling, grammar, usage, and sentence structure, which are generally accepted as correct by society.

2. USE THE WRITING PROCESS TO RESPOND TO THE DEMANDS AND OBLIGATIONS OF SOCIETY, OBSERVING ACCEPTED CONVENTIONS OF SOCIETY

   In this goal, the student responds because he has been asked to write or because he finds himself in a situation that requires him to write. This would include social correspondence, business transactions, and scholastic writing. Organization, development, and form of writing would be important as well as the mechanics of writing.

3. VALUE WRITING FOR PERSONAL AND SOCIAL REASONS

   This goal focuses upon attitudes about writing and upon typical writing behavior. The student recognizes the value of writing in his own daily life and for society in general, is willing to write in response to impulse or requirement, and gets satisfaction from writing something well.

Goals in Mathematics

Each Maryland student, who has achieved the objectives for mathematics established by the local school, should:

1. RECALL AND/OR RECOGNIZE MATHEMATICAL DEFINITIONS, FACTS, AND SYMBOLS

   These are the simplest of mathematical tasks but are an essential aspect of achievement. The level of difficulty in this category will depend more on exposure to the material and on memory than on developed skill.

2. PERFORM MATHEMATICAL MANIPULATIONS

   The tasks in this category require the individual to carry out single operations and procedures (or sequences of these) that have been previously learned and are specifically requested. Such tasks will require developed skill but will not require any decision as to which process or sequence of processes is needed (e.g., algorithm).

It is in this category that all straightforward computation is included from simple addition to operations with complex numbers; it also includes solution of equations, evaluation of functions, etc. In any case the tasks the individual is required to perform involve only the rote application of learned techniques.

3. UNDERSTAND MATHEMATICAL CONCEPTS AND PROCESSES

In this category the individual will perform tasks which include the following possible kinds of translations within a mathematical context:

- Verbal to mathematical (e.g., words to symbols)
- Mathematical to verbal (e.g., symbols to words)
- Mathematical to mathematical (e.g., translating from one kind of representation to another like an equation to a graph of the equation)
- Mathematical to physical (e.g., use of charts to explain fractions)
- Physical to mathematical (e.g., developing formulas for physical)
- Verbal to verbal (e.g., explanation)

4. SOLVE SPECIFIC MATHEMATICAL PROBLEMS

This goal requires the individual to demonstrate the ability to select knowledge, skills, information, and techniques needed to solve a particular problem and to apply such ability in actually solving the problem.

Included will be tasks ranging from routine to unfamiliar, from specific to abstract, and from those whose solutions are straightforward to those which require ingenuity and insight.

Included will be much of the consumer mathematics used by the majority of adults. Also included will be the ability to follow a proof, find a flaw in a proof, and construct a deductive proof (as in a geometry problem).

The common characteristic of tasks in this category will be that they require the individual to analyze a problem and determine a sequence of steps which will lead to a clearly specified outcome (whether the outcome is finding the cost of a purchase or proving a theorem).

5. USE MATHEMATICAL REASONING AND PROCESSES TO MEET PERSONAL AND SOCIETAL NEEDS

The category is a combination of those mathematical abilities which are open-ended and those which require the use of mathematical techniques and patterns of thought in an independent and constructive way.

Tasks in this category require the ability to transfer and utilize knowledge in new situations, to recognize patterns, to draw conclusions from given data, to plan for the future on the basis of present information, and to use mathematical reasoning to make optimum decisions.

Tasks in this category also require the ability to recognize the existence of a problem, to state it formally, to formulate hypotheses, and to ascertain if the problem has a unique solution. Making judgments about the sufficiency of conditions and the determination of the minimum conditions necessary for proof, the disproof of the hypotheses by counterexample, and proof by induction all come under this heading.

6. APPRECIATE AND USE MATHEMATICS

A. RECOGNIZE THE IMPORTANCE AND RELEVANCE OF MATHEMATICS TO THE INDIVIDUAL AND TO SOCIETY.

This goal does not necessarily involve enjoyment of mathematics or participation in the development of ideas, but rather it focuses on the acceptance of mathematics -- i.e., the individual recognizes that mathematics is necessary whether or not he uses it or enjoys studying it. For example, the individual should recognize the contribution that mathematics has made to the progress of civilization, especially in the sciences. There should also be appreciation of the elegance, economy, and techniques of mathematics.

B. ENJOY MATHEMATICS.

Emphasis should be placed on the enjoyment involved in acquiring a knowledge of mathematics and in the satisfaction gained from using it rather than on the amount that is learned. Similarly, it is hoped that the individual would not dislike or fear mathematics.

C. USE THE CONTENT AND THE TECHNIQUES OF MATHEMATICS.

When the mathematics is relevant and appropriate, individuals should use what they have learned.

D. PARTICIPATE IN THE LEARNING OF MATHEMATICS BEYOND THAT WHICH IS MERELY REQUIRED AND ACTIVELY SEEK TO FURTHER PERSONAL DEVELOPMENT IN THE AREA OF MATHEMATICS.

The goal relates to the individual's development of a curiosity about mathematics as well as a readiness to engage in activities in this area (i.e., independent of school and/or job assignments). In contrast to the objectives in other categories, independent action rather than reaction is stressed. This goal emphasizes that the individual should actively seek participation and further development of his skills in mathematics. This is opposed to merely passing judgment or using the principles learned when this was required.

APPENDIX C INSTRUMENTS USED TO MEASURE ACADEMIC ACHIVEMENT

1. Introduction

A nationally standardized measurement instrument was the source of data collected on student achievement in Maryland. The Iowa Tests of Basic Skills (ITBS), Form 5, 1971 edition, was selected to assess academic achievement.

The ITBS was administered to all Maryland public school children in grades 3, 5, and 7 during the period of March 1 to May 15, 1979.

The academic achievement data presented in the tables of this report are based on the average score made by a grade in a school. No data on individual students or individual classrooms are published. Each local school system collected its own data on individual students and classrooms in relation to its own needs for program or pupil appraisal and diagnosis.

2. Description of Instruments Used

2.1 Iowa Tests of Basic Skills

The following seven subtests of the ITBS were selected for use as indicators of academic achievement. The brief descriptions that follow give a general indication of the skills required for success on each test.

- Reading Skills

  Reading Comprehension (55 minutes). The Reading Comprehension Test measures the pupil's ability to recognize and understand stated or implied factual details and relationships; to discern the purpose or main idea of a paragraph or selection; to organize the ideas presented in a selection; and to evaluate what is read. The test uses short stories, factual articles, and poems as the bases for test items.

- Basic Language Skills

  Spelling (12 minutes). The Spelling Test measures the pupil's ability to recognize mistakes in spelling. Each test item presents four words. The pupil indicates which, if any, of the words are spelled incorrectly.

  Capitalization (15 minutes). The Capitalization Test measures the pupil's ability to recognize the words in a sentence which should be capitalized. The pupil indicates the part of the sentence in which, if any, an error in capitalization occurs.

  Punctuation (20 minutes). Ability to punctuate is tested by having the pupil indicate the part of sentence or the part of a correspondence letter in which, if any, an error in punctuation occurs.

  Usage (20 minutes). The Usage Test measures the pupil's ability to use words according to the standards of correctly written English. The pupil indicates the sentence in which, if any, errors occur in the use of the verb forms, adjectives, adverbs, etc.

A total Language score is obtained by adding together the grade equivalent (G.E.) scores of the four basic language skills tests and dividing the sum by four.

- Mathematics Skills

  Mathematics Concepts (30 minutes). The Mathematics Concepts Test measures the pupil's ability to understand the number system and the terms and operations used in mathematics. It goes beyond

the four fundamental processes of addition, subtraction, multiplication, and division by exploring concepts involved in currency, quantity, time, temperature, weight, length, volume, working with whole numbers, and working with decimals, fractions, percents, and ratios. The pupil is presented with a question and four alternative responses from which he or she is to select the one which best answers the question.

Mathematics Problem Solving (30 minutes). The intent in this test is to measure the pupil's ability to solve realistic problems presented in situations he or she might experience in everyday living. The test does not require the pupil to compute the answer but to select the correct one from four stated alternatives.

A total Mathematics score is obtained by adding together the grade equivalent scores of the two mathematics tests and dividing the sum by two.

The achievement test scores are expressed as G.E. (grade equivalent) scores. The first digit represents the grade and the second digit the month within the grade. A G.E. of 5.7 would be read fifth grade, seventh month.

APPENDIX D SCHOLASTIC APTITUDE AND ACADEMIC ACHIEVEMENT OF SELECTED COLLEGE-BOUND HIGH SCHOOL SENIORS IN MARYLAND, COMPARED WITH A NATIONAL SAMPLE[1]

One way of getting an indication of the effectiveness of school systems in Maryland is to compare the performance of Maryland students on the Admissions Testing Program (ATP), administered by a nonpublic national organization, the College Entrance Examination Board, with performance of students across the country. The ATP is organized to help higher education institutions select their students.

In the two-battery series of the ATP (Scholastic Aptitude Test (SAT) and Achievemennt Tests), the mean scores of Maryland high school seniors for the year 1979-80 were generally the same or higher than national norms. Tables D-1 and D-2 compare the scores of Maryland high school seniors with the national sample on the Scholastic Aptitude Test and Achievement Tests, respectively.

Table D-1 shows that during 1979-80, the mean of Maryland students for the SAT was two points lower than the national sample for the Verbal Section. On the Mathematics Section of the SAT, the mean of Maryland students was three points lower than the national sample.

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[1]Source: College-Bound Seniors, 1980. Maryland Report and National Report. Princeton, N.J.: College Entrance Examination Board, Admissions Testing Program, 1980.

TABLE D-1. STATE LEVEL -- SCHOLASTIC APTITUDE TEST (SAT) SCORES OF MARYLAND COLLEGE-BOUND HIGH SCHOOL SENIORS IN MARYLAND, COMPARED WITH A NATIONAL SAMPLE FOR 1979-80

Score	SAT Verbal				SAT Math			
	Maryland sample		National sample		Maryland sample		National sample	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
750-800	69	0	1,892	0	281	1	7,675	1
700-749	317	1	8,562	1	733	2	21,550	2
650-699	604	2	18,565	2	1,409	5	44,161	4
600-649	1,363	4	42,344	4	2,325	8	76,229	8
550-599	2,278	7	71,698	7	3,020	10	103,134	10
500-549	3,275	11	110,311	11	4,110	13	141,440	14
450-499	4,417	14	151,254	15	4,472	15	153,931	16
400-449	5,180	17	172,667	17	4,504	15	143,402	14
350-399	5,152	17	166,452	17	3,999	13	128,885	13
300-349	3,815	12	122,719	12	3,587	12	107,856	11
250-299	2,557	8	79,479	8	1,815	6	52,560	5
200-249	1,590	5	45,302	5	360	1	10,233	1
Number	30,617		991,245		30,615		991,056	
Mean	422		424		463		466	
Standard deviation	113		110		120		117	

TABLE D-2. STATE LEVEL -- ACHIEVEMENT TEST SCORES OF SELECTED COLLEGE-BOUND HIGH SCHOOL SENIORS IN MARYLAND, COMPARED WITH A NATIONAL SAMPLE FOR 1979-80

Score	English Composition			
	Maryland sample		National sample	
	Number	Percent	Number	Percent
750-800	94	2	2,189	1
700-749	290	6	7,208	4
650-699	505	10	14,489	8
600-649	752	15	22,786	12
550-599	861	17	28,079	15
500-549	868	17	32,158	17
450-499	738	15	29,761	16
400-449	486	10	23,652	13
350-399	278	6	15,221	8
300-349	117	2	6,731	4
250-299	19	0	2,189	1
200-249	7	0	251	0
Number	5,015		184,714	
Mean	543		518	
Standard deviation	104		106	

TABLE D-2. STATE LEVEL -- ACHIEVEMENT TEST SCORES OF SELECTED COLLEGE-BOUND HIGH SCHOOL SENIORS IN MARYLAND, COMPARED WITH A NATIONAL SAMPLE FOR 1979-80 (continued)

Score	Math Level I				Math Level II			
	Maryland sample		National sample		Maryland sample		National sample	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
750-800	58	2	1,647	1	249	17	5,568	16
700-749	142	4	5,903	4	292	20	6,492	19
650-699	311	9	11,559	8	394	28	8,063	23
600-649	641	19	21,380	15	247	17	6,613	19
550-599	679	20	26,409	18	171	12	4,745	14
500-549	661	20	28,705	20	44	3	1,528	4
450-499	520	15	26,079	18	16	1	952	3
400-449	230	7	15,077	10	6	0	550	2
350-399	97	3	7,060	5	3	0	307	1
300-349	28	1	2,112	1	5	0	128	0
250-299	3	0	229	0	0	0	37	0
200-249	1	0	12	0	0	0	7	0
Number	3,371		146,172		1,427		34,990	
Mean	554		536		669		653	
Standard deviation	89		94		79		92	

TABLE D-2. STATE LEVEL -- ACHIEVEMENT TEST SCORES OF SELECTED COLLEGE-BOUND HIGH SCHOOL SENIORS IN MARYLAND, COMPARED WITH A NATIONAL SAMPLE FOR 1979-80 (continued)

Score	Biology				Chemistry			
	Maryland sample		National sample		Maryland sample		National sample	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
750-800	11	1	820	2	59	6	1,715	5
700-749	99	8	3,143	8	93	10	2,953	9
650-699	182	15	5,038	12	141	15	4,491	13
600-649	206	17	6,185	15	175	18	5,480	16
550-599	220	18	6,474	16	149	15	5,687	16
500-549	180	15	6,265	15	169	18	5,820	17
450-499	141	12	5,209	13	102	11	4,192	12
400-449	88	7	3,878	10	59	6	2,893	8
350-399	53	4	2,290	6	14	1	1,080	3
300-349	14	1	960	2	3	0	161	0
250-299	4	0	282	1	0	0	1	0
200-249	1	0	36	0	0	0	0	0
Number	1,199		40,580		964		34,473	
Mean	565		551		589		573	
Standard deviation	101		109		100		103	

TABLE D-2. STATE LEVEL -- ACHIEVEMENT TEST SCORES OF SELECTED COLLEGE-BOUND HIGH SCHOOL SENIORS IN MARYLAND, COMPARED WITH A NATIONAL SAMPLE FOR 1979-80 (continued)

Score	American History				French			
	Maryland sample		National sample		Maryland sample		National sample	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
750-800	19	2	847	2	36	4	821	3
700-749	40	5	1,743	3	53	5	1,549	7
650-699	70	8	3,268	6	92	10	2,391	10
600-649	107	12	5,203	9	150	16	3,483	15
550-599	166	19	7,284	13	149	15	3,606	15
500-549	129	15	9,024	16	164	17	4,095	17
450-499	140	16	10,454	19	143	15	3,653	15
400-449	120	14	9,062	16	106	11	2,617	11
350-399	68	8	6,049	11	59	6	1,376	6
300-349	20	2	2,515	4	11	1	225	1
250-299	4	0	506	1	1	0	7	0
200-249	0	0	32	0	0	0	0	0
Number	883		55,987		964		23,823	
Mean	529		501		548		550	
Standard deviation	105		106		105		105	

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